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ABSTRACT

The curriculum materials for kindergarten through the fifth grade presented in the guide have been classroom developed and tested; they are the result of a project to establish a comprehensive career education program in the Cashmere and Peshastin-Dryden, Washington School Districts. An introduction discusses program goals, and is supplemented by the National Standard Career Education Model Goal Statements and a job cluster emphasis chart. The curriculum guide is organized according to: topic, grade level, program and course goals, instructional goals and behavioral objectives, learning activities, resources, estimated time involved, career education cluster, element of career education, subject area correlation, comments, and plans for evaluation. Units for individual grades number: 16 for kindergarten, 11 for grade 1, 15 for grade 2, 13 for grade 3, 12 for grade 4, and 16 for grade 5. The integrated curriculum materials emphasize people and their roles as workers, homemakers, and citizens. A guidance and library section discusses resources developed in the program. Teacher directed material is appended and includes: career education questions and answers, and outlined presentation of program planning, teaching suggestions, teacher evaluation of 78 commercial materials (including information on source, title, type, level, approximate cost, and comments), and a bibliography. (LH)

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Washington State Coordinating Council for Occupational Education
Research and Development Project
in Career Education

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**WASHINGTON STATE COORDINATING COUNCIL
FOR OCCUPATIONAL EDUCATION**

VOCATIONAL EDUCATION DIVISION

**Research and Development Project
in Career Education**

**Conducted Under
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Grant No. OEG-0-73-2988**

**Conducted in the Cashmere and
Peshastin-Dryden School Districts**

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DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20002

July 12, 1974

Dr. Richard D. Johnson
Superintendent of Schools
Cashmere, Peshastin and Dryden Districts
210 South Division
Cashmere, Washington 98815

Dear Dr. Johnson:

Paul Manchak, of the Montgomery Public Schools, was kind enough to send me a copy of his letter to you dated July 2, 1974. I wanted to drop you just a short note to add my high support to the kind remarks Mr. Manchak made to you in his letter. I have had, as you probably know, the opportunity of working with Dr. Ronald Frye of your staff at one of our Career Education mini-conferences here this summer. I, too, am very, very impressed at what you are doing. I hope that your efforts continue to expand. You certainly have one of the finest career education programs in the nation.

Sincerely,

Kenneth B. Hoyt
Associate Commissioner
Office of Career Education
Bureau of Occupational and
Adult Education

cc: Dr. Ronald Frye
DDr. Paul Manchak



STATE OF WASHINGTON
OFFICE OF THE GOVERNOR
OLYMPIA

DANIEL J. EVANS
GOVERNOR

April 30, 1974

Dear Citizens of the State of Washington:

Due to the prominent stature career education has taken in the State of Washington and across the country, research and development must be accomplished that will fill in educational gaps that have evolved.

It is evident that multi-agency cooperation with business, industry and labor is paramount to the research and development of career education Kindergarten through Adult. Washington's educational agencies will cooperate in endeavors which will determine "bench marks" or points of departure upon which multi-faceted career education can take place within our State and throughout the country.

Sincerely,

Daniel J. Evans
Governor

Frank B. Brouillet
State Superintendent
of Public Instruction

John O. Furman, Director
State Board for Community
College Education

Arthur A. Binnie, Executive Director
Coordinating Council
for Occupational Education

James M. Furman
Executive Coordinator
Council on Higher Education

PREFACE

The curriculum materials in this booklet were developed and tested in the classroom by teachers in the Cashmere and Peshastin-Dryden, Washington School Districts. These curricular materials were then edited by Mrs. Bernadette Griffith, Coordinator of the Curriculum Component for the project. The material is intended for the use of teachers at the various grade levels and should be considered as a GUIDE and be looked upon as IDEAS which may be modified to fit into a particular classroom situation.

It is important to understand that in this booklet, Career Education is viewed as an ongoing process incorporated throughout the curriculum. Career Education is not a separate course in the curriculum, nor is it an isolated activity. Career Education has the potential of making learning more meaningful for students and teachers by introducing students to attitudes and life situations by incorporating these factors into "school work". The concept of a career-centered school program does not suggest that existing curriculum should be scrapped, but rather the intent is to revitalize education around a career-centered theme, emphasizing people and their roles as workers, homemakers, and citizens.

---Ronald M. Frye
Project Director

A PROGRAM OF CAREER EDUCATION IN SMALL SCHOOLS

In the transition from a simple to a highly technical society, observations and employment of youth outside the school is less and less a part of life. Therefore, it becomes more and more the responsibility of the schools to inform youth about employment in the wide variety of occupations. This has become accepted as a major goal in American education.

THE PROGRAM

Even though efforts have been made by schools to provide a variety of occupational programs, all too many youth are still leaving school with no knowledge of job availability or requirements. These youth have only limited knowledge of the attitudes and skills needed to secure, hold, and progress in an occupation.

Even though there is wide acceptance of career education as a responsibility of the school, it still remains isolated from the "general" curriculum in elementary and secondary schools.

Schools must allow students to develop some occupational potential and aid these students in identifying interests abilities, and opportunities in making career decisions.

PURPOSE:

The purpose of this project was to establish a comprehensive program of career education (K-14) in three small economically disadvantaged communities. The objectives of the project were intended to meet the needs of all children, serviced by the local education agencies, relevant to career education and orientation, vocational guidance and counseling. Further, the intent of this project was to provide a model with salient features that have both transportability and impact throughout the state of Washington and to other states.

GOALS:

1. To increase student awareness of the range of options open to them today and to probable future changes.
2. To increase the self-awareness of each student, modify attitudes about personal, social, and economic significance of work and to assist students in developing appropriate decision-making skills.
3. Stress, at the elementary level, career awareness.
4. Provide at the junior high or middle school level, career orientation and exploratory experiences.
5. To expose students to a variety of occupations, to inform them of occupational requirements and where possible, involve students in cooperative occupational programs and/or laboratory experiences. Also, where possible, to enable students to observe on-the-job performance.
6. Develop techniques, procedures and materials which complement existing curriculum.
7. Collect and utilize experiences, data, and materials from existing curriculum.

GOALS (Continued)

8. Involve all staff members in an in-service training program aimed toward career education.
9. To counsel students toward opportunities available to them after completion of high school.
10. To disseminate information and materials to educational agencies within the state and nation.

GOALS

At the beginning of the project, it was discovered that a scope and progressional sequence was needed to aid teachers with curriculum development. As a result of this need, a search was made to see if progressional goals existed. The National Standard Career Education Model Goal Statements was discovered. It was felt that these goal statements would assist teachers at the various grade levels by aiding them to see a logical progression of development for career education. Plus, teachers discovered ideas as to how career education could be incorporated into their classrooms.

As a general rule, the goal statements were accepted for each grade level, but were not necessarily limited to that particular grade level. If a teacher was teaching in grade eight and felt strongly that a goal stated for grade four would better fit the needs of the material to be presented, the teacher was allowed to use the goal from grade four, but generally remained committed to the goals for grade eight.

Specific class objectives appear for each unit or activity printed in this guide. Credit for these objectives goes to each teacher who has contributed to the writing.

The following Goals Chart was printed with permission from Educational Properties Incorporated, P.O. Box DX-Irvine, California, 92664. An attractive 28" x 22" wall chart, printed in color, may be purchased by writing to the above address.

GOAL STATEMENTS

ELEMENTS OF CAREER EDUCATION		APPRECIATIONS AND ATTITUDES	SELF AWARENESS	DECISION-MAKING	EDUCATIONAL AWARENESS	CAREER AWARENESS
AWARENESS	K	Understand the importance of each individual in the function of the home unit	Understand the rights and responsibilities of the individual at home and school	Become aware of cause and effect in making decisions	Be aware of roles in the home and similar roles in the school	Know the jobs of home members and school personnel
	1	Learn to appreciate all individuals in the school setting.	Know the importance of "self" as an individual and as a worthy member of groups	Be aware of the consequences of personal decision-making.	Understand the similarities and differences between home roles and school roles.	Relate home and school jobs to community functions.
	2	Be aware of the importance of getting along with other people	Be aware of the capabilities and limitations of individuals	Analyze alternatives to problems and be able to express them verbally and in written form	Relate basic skill development to life roles within the community	Gain a knowledge of jobs necessary to maintain the community and their dependency on each other.
	3	Realize the contributions of community members to the student and others	Recognize attitudes toward learning tools and their value in achieving individual goals.	Identify components of decision-making process.	Understand the similarities and differences between life roles and learned skills	Compare local jobs to jobs in general
	4	Be aware of the wage earner's job and how it affects the home unit	Relate the mastery of educational skills to individual success.	Realize the need for goals in life-style decisions.	Be aware of individual strengths and weaknesses as related to peer groups	Group cluster jobs according to similarity of job performances.
	5	Analyze working roles as to advantages and disadvantages.	Be aware of the individual's rights and responsibilities as a worker	Apply decision-making process to school related problems.	Understand the relationships between the role of the individual, his environment and the roles of selected adults	Understand the impact of career clusters on life-styles.
ORIENTATION	6	Understand the relationship between occupations and their growth and development	Select career clusters as related to individual strengths and weaknesses	Apply the decision-making process to home and social related problems	Understand the relationships between people and their effect on the accomplishment of tasks	Recognize abilities and skills required for various career clusters.
	7	Appreciate the value of the career counselor and work.	Observe career clusters as related to interests and abilities.	Weigh long and short range effects of career as alternatives to specific problems.	Identify and understand values as they relate to life-style.	Understand the relationships between attitudes and values and career clusters.
	8	Understand the impact of work on one's life and how it is used to make a meaningful career choice.	Develop self perception of abilities and interests as related to career opportunities.	Apply decision-making process to study of careers.	Identify present life-style and conditions determining that style.	Understand the relationships between interests and abilities and career clusters.
	9	Relate attitudes and experiences to specific career opportunities.	Relate career clusters to individual strengths and weaknesses.	Analyze and evaluate present career decisions based on career opportunities and desired life-style.	Determine a tentative personal attitude to acquire necessary and desired special skills.	Based on understanding of interests, values and abilities, study career clusters. Survey careers in career clusters.
WORK EXPERIENCE	10	Understand the importance of the career counselor and work.	Understand the importance of the career counselor and work.	Understand the importance of the career counselor and work.	Understand the importance of the career counselor and work.	Understand the importance of the career counselor and work.
	11	Understand the importance of the career counselor and work.	Understand the importance of the career counselor and work.	Understand the importance of the career counselor and work.	Understand the importance of the career counselor and work.	Understand the importance of the career counselor and work.
PLACEMENT	12	Understand the importance of the career counselor and work.	Understand the importance of the career counselor and work.	Understand the importance of the career counselor and work.	Understand the importance of the career counselor and work.	Understand the importance of the career counselor and work.
	13	Understand the importance of the career counselor and work.	Understand the importance of the career counselor and work.	Understand the importance of the career counselor and work.	Understand the importance of the career counselor and work.	Understand the importance of the career counselor and work.

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CASHMERE, PESHASTIN-DRYDEN
CAREER EDUCATION PROJECT

CAREER EDUCATION CLUSTER - - EMPHASIS CHART

CAREER CLUSTER	K	1	2	3	4	5	6	7	8	9	10	11	12
BUSINESS AND OFFICE				X	X			X	X		X	X	X
MARKETING AND DISTRIBUTION	X		X	X	X	X		X	X			X	X
COMMUNICATIONS AND MEDIA		X									X	X	%
CONSTRUCTION					X					X	X	X	X
MANUFACTURING					X	X			X	X			
TRANSPORTATION	X			X				X					
AGRI.-BUSINESS & NATURAL RESOURCES	X	X	X	X	X	X			X		X	X	X
MARINE SCIENCE						X							
ENVIRONMENTAL CONTROL			X		X	X	X					X	
PUBLIC SERVICES	X	X	X		X	X	X					X	X
HEALTH					X	X					X		
HOSPITALITY AND RECREATION		X	X		X			X	X	X	X	X	X
PERSONAL SERVICES		X			X								
FINE ARTS AND HUMANITIES			X	X		X	X	X	X	X	X	X	X
CONSUMER AND HOMEMAKING	X	X	X		X					X	X	X	X

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CASHMERE, PESHASTIN-DRYDEN
CAREER EDUCATION PROJECT

ELEMENTS OF CAREER EDUCATION - - EMPHASIS CHART

ELEMENTS OF CAREER EDUCATION	K	1	2	3	4	5	6	7	8	9	10	11	12
APPRECIATIONS AND ATTITUDES	X	X	X	X	X	X	X		X	X	X	X	X
SELF AWARENESS	X	X	X	X	X	X	X	X	X	X	X	X	X
DECISION-MAKING	X		X	X	X				X	X	X	X	X
EDUCATIONAL AWARENESS		X	X	X	X	X	X	X		X	X	X	X
CAREER AWARENESS	X	X	X	X	X	X	X	X	X	X	X	X	X
ECONOMIC AWARENESS	X	X	X	X	X	X			X			X	X
SKILL AWARENESS, BEGINNING	X	X	X	X	X	X	X		X	X	X	X	X
EMPLOYABILITY SKILLS	X	X	X	X	X	X	X		X	X	X	X	X

CASHMERE, PESHAFTIN-DRYDEN
CAREER EDUCATION PROJECT

UNIT TITLES: KINDERGARTEN

1. Home and School Jobs K-A-1
Pat Beck
2. Community Workers K-B-1
Pat Beck
3. Rights and Responsibilities K-C-1
Pat Beck
4. The Grocery Store K-D-1
Pat Beck
5. Self Awareness K-E-1
Pat Beck
6. I Can Cook (Thanksgiving feast) K-F-1
Pat Beck, Barbara Schmitten
7. Transportation K-G-1
Pat Beck
8. The Family Unit K-H-1
Pat Beck
9. Individual Responsibilities K-I-1
Pat Beck
10. School Personnel K-J-1
Pat Beck
11. I Am Unique K-K-1
Icyle Zediker
12. The Grocery Store K-L-1
Icyle Zediker
13. Who Handles the Milk Before You Do? K-M-1
Icyle Zediker
14. What Do Fathers and Mothers Do? K-N-1
Icyle Zediker
15. Accepting Responsibility K-O-1
Icyle Zediker
16. Sharing K-P-1
Icyle Zediker

TITLE: HOME AND SCHOOL JOBS

PROGRAM GOAL:	The student will know the jobs of home members and school personnel.	SCHOOL: Vale Elementary
COURSE GOAL:	The student will examine and identify the jobs of home members and school personnel.	GRADE: Kindergarten
		EST. TIME INVOLVED: 2 week unit

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student is aware of various jobs in the home and the tools necessary for the job.	1. Discuss: a) How do you help at home? b) What jobs need to be done at home? c) Why are some family members more capable than others to perform some task? (age, size, etc.)	Picture chart made from magazines; pictures that would represent a job to be done in the home, e.g. mop, washer, refrigerator, etc.
I.G. The student is aware of jobs outside the home and the tools necessary for the job.	2. Each child will take a picture from the picture chart and discuss: a) What is the job? (describe) b) Who does the job and why? c) Why does the job need to be done? d) What tools (if any) are needed to complete the task?	Peabody Language Kit
B.O. The student will describe the type of work that is done at home and the tools necessary (if any) to perform jobs done in the home.	3. Lessons #5 (#2) and #6 (#2) from Level I Peabody Kit.	Tape recorder
B.O. The student will identify a card depicting a specific occupation.	4. The students will identify the 11 people cards.	Book: <u>Guess Who?</u> , Anne B. Ball
B.O. The student will describe verbally the work done outside the home by family members.	5. Each student will verbally describe in a tape recorder his/her mother's and/or father's job performed outside the home.	

COMMENTS:

CAREER EDUCATION CLUSTER:
ELEMENT OF CAREER EDUCATION:
SUBJECT AREA CORRELATION:

ALL
Career Awareness
Social Studies

PLANS FOR EVALUATION:

Activities are self-evaluating by teacher observation.

Developed By:

Mrs. Pat Beck

K-A-I

PROGRAM GOAL:

Continued from Page K-A-1

COURSE GOAL:

SCHOOL:

GRADE:

EST. TIME INVOLVED:

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
<p>B.O. The student will shape from clay the tools used in jobs outside the home by family members.</p>	<p>6. Discuss and list the tools used in jobs outside the home by family members.</p> <p>7. Each student will shape in clay the tools used in jobs outside the home by family members.</p>	<p>Clay</p> <p>Tagboard for chart</p>
COMMENTS:	CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION:	
PLANS FOR EVALUATION:	Developed By:	<div></div> <div></div> <div></div>

K-A-2

TITLE: COMMUNITY WORKERS

PROGRAM GOAL: The student will know the jobs of home members and school personnel.

COURSE GOAL: The student will examine some specific community jobs.

SCHOOL: Vale Elementary
GRADE: Kindergarten
EST. TIME INVOLVED:

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
<p>I.G. The student will examine and identify the jobs of a policeman, baker, farmer and band leader.</p>	<ol style="list-style-type: none"> Each child chooses a hat that represents one of the above people from the Put-Together-People puzzle and then selects the puzzle pieces that correspond to that person's job. After completion of the puzzle each child draws a picture of the person selected and dictates to the teacher two facts about that person's job. 	<p>Put-Together-People-Puzzle (represents the following occupations: policeman, baker band leader and farmer.)</p>

COMMENTS:

This is a supplementary activity used during choosing time at the language table.

CAREER EDUCATION CLUSTER:
ELEMENT OF CAREER EDUCATION: Career Awareness
SUBJECT AREA CORRELATION: Social Studies

PLANS FOR EVALUATION:

Developed By: Pat Beck

K-B-1

TITLE RIGHTS AND RESPONSIBILITIES

PROGRAM GOAL:	The student will understand the rights and responsibilities of the individual at home and school	SCHOOL:	Vale Elementary
COURSE GOAL:	The student recognizes the basic classroom responsibilities.	GRADE:	Kindergarten
		EST. TIME INVOLVED:	One day

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student is aware of the necessity to share in a home and classroom setting.	1. View filmstrip of "How the Lollipop Dragon Got His Name" (sharing theme)	Lollipop Dragon filmstrip SVE-Singer
B.O. The student will describe a way in which he or she shares at home or school.	2. Discuss briefly what the town of Tum-Tum shared with the Lollipop Dragon. 3. Each child will state in sentence form how he or she shares at home or school. Their responses will be written on a large chart by the teacher and read back to the class.	Chart

COMMENTS:	CAREER EDUCATION CLUSTER:	None
One attitude a day is covered.	ELEMENT OF CAREER EDUCATION:	Self Awareness
	SUBJECT AREA CORRELATION:	Mental Health Education

PLANS FOR EVALUATION:	Developed By:
Activities in this unit are self-evaluated by teacher observation.	Pat Peck

K-C-1

PROGRAM GOAL: The student will understand the rights and responsibilities of the individual at home and school.		SCHOOL: Vale Elementary
COURSE GOAL: The student recognizes the basic classroom responsibilities.		GRADE: Kindergarten
		EST. TIME INVOLVED: One day
INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student recognizes the reasons for working with others	1. View Lollipop Dragon filmstrip on working together.	Lollipop Dragon filmstrip
B.O. The student will participate in a discussion of how the characters in <u>The Little Red Hen</u> could have worked together to make the bread.	2. Discuss filmstrip. 3. Read book <u>The Little Red Hen</u> 4. Act out the story of <u>The Little Red Hen</u> with puppets. 5. Discuss how the characters could have worked together.	Book: <u>The Little Red Hen</u> Stick puppets of the characters in <u>The Little Red Hen</u> .
COMMENTS:		CAREER EDUCATION CLUSTER: None ELEMENT OF CAREER EDUCATION: Self Awareness SUBJECT AREA CORRELATION: Mental Health
PLANS FOR EVALUATION:		Developed By: Mrs. Pat Beck
K-C-2		

PROGRAM GOAL: The student will understand the rights and responsibilities of the individual at home and school.		SCHOOL: Vale Elementary GRADE: Kindergarten EST. TIME INVOLVED: One day
COURSE GOAL: The student recognizes the basic classroom responsibilities.		
INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student recognizes the need to take turns.	1. View Lollipop Dragon filmstrip on taking turns. 2. Discuss briefly the filmstrip. (emphasize the words: "please", "thank you" and "you're welcome".)	Lollipop Dragon filmstrip Book: <u>Let's Be Enemies</u>
B.O. The student will role-play how he or she takes turns at school or home.	3. Read book: <u>Let's Be Enemies</u> 4. Each child role-plays how he or she takes turns at school or home.	
COMMENTS:		CAREER EDUCATION CLUSTER: None ELEMENT OF CAREER EDUCATION: Self Awareness SUBJECT AREA CORRELATION: Mental Health
PLANS FOR EVALUATION:		Developed By: . . . Pat Beck _____ _____ _____

K-C-3

TITLE: THE GROCERY STORE

PROGRAM GOAL: The student will identify within the home unit what is available, needed, wanted, luxury.

COURSE GOAL: The student will recognize the basic functions of operating a grocery store.

SCHOOL: Vale Elementary

GRADE: Kindergarten

EST. TIME INVOLVED: 2 days

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student understands that different coins have different values.	1. Compare size, value, color and design of a penny, nickel, quarter and half-dollar.	Real money on stick board. Scholastic - Let's Find Out February, 1973 Poster - "What Can You Buy With A Dime" Field Trip: Local Dime Store
B.O. The student will describe the coins by size, color, and design.	2. Compare the value of the different coins in relation to the amount of candy that could be purchased by a student.	
B.O. The student will identify the value of a penny, nickel, quarter, and half-dollar in relation to how many pennies it is equal to.	3. Play the game "Heads and Tails". Students try to guess what side of the coin is up.	
B.O. The student will participate in a discussion of "what can you buy with a dime?"	4. Discuss what you can buy with a dime. Use poster from Scholastic - Let's Find Out - Feb. 1973, to stimulate discussion.	
B.O. The student will spend a dime at the local dime store.	5. Take small groups to local dime store to spend a dime.	
B.O. The student will participate in a follow-up discussion of what they bought.	6. Follow-up discussion of what each student purchased with his dime.	

1 0	
2 00	MONEY
3 000	CHART
4 0000	FILLED
5 00000	WITH PENNIES
6 000000	
7 0000000	
8 00000000	
9 000000000	
10 0000000000	

COMMENTS:

CAREER EDUCATION CLUSTER:
ELEMENT OF CAREER EDUCATION:
SUBJECT AREA CORRELATION:

Economic Awareness
Math - The Store

PLANS FOR EVALUATION:

Developed By:

Pat Beck

K-D-1

TITLE: THE GROCERY STORE

PROGRAM GOAL:

Continued from K-D-1

COURSE GOAL:

SCHOOL: Vale Elementary

GRADE: Kindergarten

EST. TIME INVOLVED: 1 day

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
<p>I.G. The student will be aware of the various jobs found in a grocery store.</p> <p>I.G. The student will be aware of the various merchandise found in a store.</p> <p>B.O. The student will participate in a discussion of how they could make a grocery store in the classroom.</p> <p>B.O. The student will verbally list types of people and their job descriptions of grocery store employees.</p> <p>B.O. The student will verbally give ideas of what he/she could bring from home to make the grocery store.</p> <p>B.O. The student will draw items of what he/she would buy at a grocery store.</p>	<p>1. Discuss whether we could make a store in the room.</p> <p>a) discuss different types of stores they use.</p> <p>b) could we make a grocery store in the classroom.</p> <p>2. Discuss and list the types of people who would work in a grocery store. Also discuss and list what they do on their jobs.</p> <p>3. Discuss what the students could bring from home to make a grocery store.</p> <p>4. Discuss the different groupings of products in a grocery store.</p> <p>5. Draw on ditto what they would buy at a grocery store if they went shopping.</p>	Ditto (with picture of a shopping cart)

COMMENTS: The teacher may label the articles the students drew on the ditto.

CAREER EDUCATION REGISTER:
ELEMENT OF CAREER EDUCATION:
SUBJECT AREA CORRELATION:

PLANS FOR EVALUATION:

Developed By:

Pat Beck

K-D-2

TITLE: THE GROCERY STORE

PROGRAM GOAL:	Continued from K-D-2	SCHOOL: Vale Elementary
COURSE GOAL:		GRADE: Kindergarten
		EST. TIME INVOLVED:

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
<p>B.O. The student will help set up the play grocery store.</p> <p>B.O. The student will choose to spend 10¢ (10 bottle caps) at the classroom grocery store, or take on other store personnel jobs.</p>	<ol style="list-style-type: none"> 1. Divide class into two groups. 2. One group will price the grocery articles (brought from home) to be used in the store. The prices will range from 1¢ to 10¢. 3. The second group will categorize the grocery articles into groups: i.e. dairy, canned goods, frozen foods, etc. 4. Each student will be given 10¢ (play) from the banker. They will buy as many articles at the store as they can without going over the limit. Items will be purchased one at a time. (Students not playing consumer roles will choose from other store roles, e.g. cashier, boxboy, etc.) Students rotate their choice of roles. 	<p>Marking pens</p> <p>Empty boxes and cans, etc., from home.</p>

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COMMENTS: The activity playing store should be carried out over several days with some changes in procedure. - Change in money, etc.	CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION:
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PLANS FOR EVALUATION:	Developed By: Pat Beck
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K-D-3

TITLE: SELF AWARENESS

PROGRAM GOAL:	The student will understand rights and responsibilities of the individual at home and school.	SCHOOL: Vale Elementary
COURSE GOAL:	The student will recognize his importance as an individual.	GRADE: Kindergarten
		EST. TIME INVOLVED: 1 week

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
<p>I.G. The student is aware of his abilities, capabilities and limitations.</p> <p>I.G. The student is aware of the abilities, capabilities and limitations of his peers.</p> <p>B.O. The student will participate in class discussions regarding himself.</p> <p>B.O. The student will draw a self portrait.</p> <p>B.O. The student will draw two pictures of some skills he can perform.</p>	<ol style="list-style-type: none"> 1. Introduce by showing SVE picture of girl looking into a mirror. 2. Have each student look into full length mirror, describe his physical features and discuss similarities and differences among the other students. 3. Each student then draws portrait of himself. (Teacher keeps paper). 4. Read poem from poetry poster - students supply the last word in the poem. 5. Students print their names on bottom of their portraits. 6. Read poem - <u>I Can Move</u>, using types and other articles to illustrate poem. 7. Class discussion of "What else they can do." Base discussion around the following categories: sensory, language, symbolization, problem solving, motor, creative, people, and self-esteem. 	<p>Books:</p> <p><u>A-y Me I Want to Be</u>, <u>Karla Kuskin</u> <u>Poems for Galloping</u>, <u>Quackenbush</u> <u>Just Me</u>, Marie Hull</p> <p>Poems:</p> <p>"Too Short, Too Tall, Too Fat, Too Thin," Young <u>Children's Encyclopedia</u> <u>"I Can Move"</u>, Let's Find <u>Out</u>, Scholastic, Dec. 1970 <u>"I'm Special"</u>, How I Feel, <u>Geo. Brown</u>, My Weekly <u>Reader</u> <u>"About Me"</u>, Ruth Kraus, <u>Poetry</u></p>

COMMENTS:	Any poems or stories pertaining to "self" can be used.	CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION:	Not Applicable Self Awareness Lang. Arts, Social
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PLANS FOR EVALUATION:	Developed By: Studies, Health, Art
K-E-1	Pat Beck

TITLE: SELF AWARENESS

PROGRAM GOAL:

COURSE GOAL:

Continued from page K-E-1

SCHOOL: Vale Elementary

GRADE: Kindergarten

EST. TIME INVOLVED:

**INSTRUCTIONAL GOALS &
BEHAVIORAL OBJECTIVES**

LEARNING ACTIVITIES

RESOURCES

8. Each student will draw at least two pictures depicting what he can do. These pictures will be labeled and put on a group poster.

9. Review with class the poster.

10. Each student will choose one particular skill he can perform and illustrate it on paper.

11. Each will label paper (I Can. . . .). Staple all papers together for each student to keep.

COMMENTS:

**CAREER EDUCATION CLUSTER:
ELEMENT OF CAREER EDUCATION:
SUBJECT AREA CORRELATION:**

Pat Beck

PLANS FOR EVALUATION:

Developed By:

K-E-2

TITLE: I CAN COOK (Thanksgiving Feast)

PROGRAM GOAL: The student will understand the rights and responsibilities of each individual at home and school

SCHOOL: Vale Elementary

GRADE: Kindergarten

COURSE GOAL: The student is aware of the importance of being responsible for the accomplishment of a given or chosen task.

EST. TIME INVOLVED:

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
<p>I.6. The student is aware of the process of preparing a meal.</p> <p>B.0. The student will identify his favorite foods.</p> <p>B.0. The student is responsible for bringing one vegetable to school.</p> <p>B.0. The student will make a vegetable print.</p> <p>B.0. The student will participate in the preparation and serving of a meal.</p>	<p>1. Each student will draw a picture of what he likes to eat at Thanksgiving. (teacher label).</p> <p>2. The student will identify which category his vegetable belongs, e.g. leaves, stems, roots, fruit and seeds.</p> <p>3. Students name other vegetables and categorize them.</p> <p>4. The student will choose a card that depicts a specific food, e.g. pie, cake, salad, meat, etc. He then chooses what utensils he needs to prepare that food and discusses the procedure needed.</p> <p>5. Class discussion of safety rules for cooking, the need for measurement, following directions, etc.</p>	<p>12 x 18 drawing paper.</p> <p>Chart illustrating categories of vegetables.</p> <p>Cooking utensils: Pans, spoons, measuring cups, etc.</p> <p>Yellow and orange paint.</p> <p>Lemon and orange.</p> <p>Ingredients for meal: Bread, butter, peanut butter, vegetables</p>

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COMMENTS: The preparation for the meal should be completed early in the session, so the class can be ready to eat at the end of the session.

CAREER EDUCATION CLUSTER:
ELEMENT OF CAREER EDUCATION:
SUBJECT AREA CORRELATION:

Consumer and Homemaking
Self Awareness
Health, Social Studies

PLANS FOR EVALUATION:

Developed By:

Pat Beck

Barbara Schmitt

K-F-1

TITLE: I CAN COOK (Thanksgiving Feast)

PROGRAM GOAL:

SCHOOL: Vale Elementary

COURSE GOAL:

GRADE: Kindergarten

Continued from page K-F-1

EST. TIME INVOLVED:

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
	<p>6. Student uses a lesson or orange dipped in paint to print on paper a design.</p> <p>7. Each student will choose a group representing the following activities: vegetable stew, stuffed celery with peanut butter, bread or butter. The students then prepare their Thanksgiving feast and eat.</p>	
<p>COMMENTS: Supplementary activities: making placemats, decorating table cloths, etc.</p>		<p>CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION:</p>
<p>PLANS FOR EVALUATION:</p>	<p>Developed By:</p> <p><u>Pat Beck</u></p> <p><u>Barbara Schmitten</u></p>	<p>K-F-2</p>

TITLE: TRANSPORTATION

PROGRAM GOAL:	The student can identify different tools for different careers.	SCHOOL: Vale Elementary
COURSE GOAL:	The student is aware that specific occupations require specific tools.	GRADE: Kindergarten
		EST. TIME INVOLVED: 4 days

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
<p>I.G. The student is aware of different types of transportation.</p> <p>I.G. The student is aware of the jobs involved in transportation.</p> <p>B.O. The student can identify jobs and the types of transportation related to those jobs.</p>	<ol style="list-style-type: none"> Each student will cut and paste at least 3 pictures from newspapers or magazines that relate to transportation and paste them on a piece of paper. Play record "Going for a Ride". Students then complete the following sentence: "I am going for a ride in a" Each student will draw one form of transportation and the person, if any, who operates it. Class discussion of all forms of transportation. Students role play types of transportation and the jobs involved using the pictures the students drew the day before. 	<p>Books:</p> <p><u>I Want to Be a Ship Captain, Greene</u></p> <p><u>The Great Big Car and Truck Book, Scarry</u></p> <p><u>The True Book of Transportation, Posell</u></p> <p><u>I Want to be a Road Builder, Greene</u></p> <p><u>One is the Engine, Meeks</u></p> <p><u>Fast Trains, Busy Trains, Bear</u></p> <p><u>I Want to be a Bus Driver, Greene</u></p> <p><u>The True Book of Travel, Hornby</u></p> <p><u>I Want to be an Airplane Hostess, Greene</u></p>

COMMENTS:	CAREER EDUCATION CLUSTER:
	ELEMENT OF CAREER EDUCATION: Transportation SUBJECT AREA CORRELATION: Skill Awareness, Beg. Comp. Social Studies, Art, Lang.
PLANS FOR EVALUATION:	Developed By <u>Arts, Creative Dramatics</u>
	<u>Pat Beck</u>

TITLE: TRANSPORTATION

PROGRAM GOAL:

SCHOOL: Vale Elementary

COURSE GOAL:

Continued from page K-G-1

GRADE: Kindergarten

EST. TIME INVOLVED:

**INSTRUCTIONAL GOALS &
BEHAVIORAL OBJECTIVES**

LEARNING ACTIVITIES

RESOURCES

Books - Cont'd

The True Book of Airports
and Airplanes, Lewellen

Record: Going For a Ride,
Sesame Street

Newspapers, scissors, glue,
paper, crayons.

COMMENTS:

**CAREER EDUCATION CLUSTER:
ELEMENT OF CAREER EDUCATION:
SUBJECT AREA CORRELATION:**

PLANS FOR EVALUATION:

Developed By:

Pat Beck

K-G-2

TITLE: THE FAMILY UNIT

PROGRAM GOAL: The student will understand the importance of each individual in the function of the home.

COURSE GOAL: The student will recognize his importance as a family member.

SCHOOL: Vale Elementary

GRADE: Kindergarten

EST. TIME INVOLVED: one week

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
<p>I.G. The student is aware of the need for cooperation among family members.</p> <p>I.G. The student is aware of similarities and differences between family units.</p> <p>B.O. The student can identify the specific roles of family members.</p> <p>B.O. The student can distinguish the differences and similarities between family units.</p> <p>B.O. The student can conclude that all members of a family unit are important.</p> <p>B.O. The student can describe the role friends play in the family unit.</p> <p>B.O. The student can identify the role pets play in the family unit.</p>	<ol style="list-style-type: none"> 1. Read poem - "Come Live With Me." 2. Students color house ditto.; and discuss the physical characteristics of each child's home. Discuss its similarities or differences to the house used for ditto. 3. Students identify their family members and draw and label each family member on house ditto. 4. Read story Start With a Dot. 5. Role play with cardboard puppets: family situations. 6. View filmstrip - <u>My Mother and Father Need Me.</u> 7. Class discussion how each student, as a family member, helps his family members. Draw a picture of how each student helps his family. (Use house-shaped ditto.) Teacher label picture and attaches to other dittos for a booklet. 	<p>Books:</p> <p>Start With a Dot, Roberts Pet Show, Ezra Jack Keats Play With Me, Marie Hall Grandfather and I, Guildore Grandmother and I, Guildore Peter's Chair, Keats This is My Family, Kelling My Little Brother, Wittram Mommies Are Loving, Penn Papa Small, Lois Lenski</p> <p>Poem:</p> <p>Come Live With Me, Scholastic</p>

<p>COMMENTS:</p>	<p>CAREER EDUCATION CLUSTER: Not Applicable</p> <p>ELEMENT OF CAREER EDUCATION: Appreciations & Attitudes</p> <p>SUBJECT AREA CORRELATION: Social Studies</p>
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<p>PLANS FOR EVALUATION:</p>	<p>Developed By: Pat Beck</p>
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TITLE: THE FAMILY UNIT

PROGRAM GOAL:

SCHOOL: Valle Elementary

COURSE GOAL:

Continued from page K-H-1

GRADE: Kindergarten

EST. TIME INVOLVED:

INSTRUCTIONAL GOALS &
BEHAVIORAL OBJECTIVES

LEARNING ACTIVITIES

RESOURCES

8. View filmstrip: My Dog Needs Me.
Discuss how the students care for their pets.

9. Guest speaker: Illustrate the care of pets.

10. Students draw and label their family pets. Put in booklet.

11. View filmstrip: My Friends Need Me.
Discuss "Who would you most like to have spend this weekend with you? Why?"

12. Draw a picture of the friend, label and attach to booklet.

13. Review booklet made by students.
Discuss student's role and importance as a family member. Draw a picture of self, illustrating his importance as a family member. Attach to booklet.

Filmstrips:

My Mother and Father Need Me.

My Dog Needs Me

My Friends Need Me

They Need Me Series,
Imperial Film Co.

House-shaped ditto

Instructo cardboard puppet family

COMMENTS:

CAREER EDUCATION CLUSTER:

ELEMENT OF CAREER EDUCATION:

SUBJECT AREA CORRELATION:

PLANS FOR EVALUATION:

Developed By:

Pat Beck

K-H-2

TITLE: INDIVIDUAL RESPONSIBILITIES

PROGRAM GOAL:	The student will understand the need to share and co-operate to complete tasks.	SCHOOL:	Vale Elementary
COURSE GOAL:	The student recognizes that he can be proud of the things he does well.	GRADE:	Kindergarten
		EST. TIME INVOLVED:	On-going all year

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES		LEARNING ACTIVITIES	RESOURCES
<p>I.G. The student is aware of the need to perform and complete specific tasks.</p> <p>I.G. The student understands the need to follow directions to complete an individual or group project.</p> <p>B.O. The student will perform daily classroom tasks.</p> <p>B.O. Each student will choose a learning area to work in during choosing time.</p> <p>B.O. The student will demonstrate his ability to follow directions.</p>	<p>1. Students participate in weekly responsibilities: push in chairs, take notes to office, operate lights, feed fish, empty trash, etc.</p> <p>2. Students participate in choosing a learning area to work in (e.g. language arts, math, housekeeping, building, science, puppets, listening, art, etc.).</p> <p>3. Each student will evaluate his own school projects: Did I follow directions? Did I use my own idea?</p>	Task chart	

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COMMENTS:	These activities are continuous during the year.	CAREER EDUCATION CLUSTER:	Not Applicable
		ELEMENT OF CAREER EDUCATION:	Employability Skills
		SUBJECT AREA CORRELATION:	Social Studies

PLANS FOR EVALUATION:	Developed By:
	Pat Beck

K-I-1

TITLE: SCHOOL PERSONNEL

PROGRAM GOAL:	The student will know the jobs of home members and school personnel.	SCHOOL:	Vale Elementary
COURSE GOAL:	The student understands that it takes many people, doing various jobs to maintain the school.	GRADE:	Kindergarten
		EST. TIME INVOLVED:	2 weeks

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
<p>I.G. The student is aware of the variety of jobs necessary to maintain the school.</p> <p>B.O. The student will examine and identify the jobs of school personnel.</p> <p>B.O. The student will examine and identify tools used by school personnel in their occupations.</p>	<p>1. Each student will choose the job within the school that is most interesting to him and demonstrate the use of representative tool:</p> <ul style="list-style-type: none"> secretary - telephone and typewriter. librarian - book teacher - chalk, eraser custodian - broom cook - utensils, pan <p>2. The student will name and demonstrate the tools used within the classroom: scissors, crayons, clay, paints, toys, workbench, blocks, records, books, etc.</p> <p>3. Each student will name an occupation to be listed on a large chart. The student will cut pictures from magazines of tools that are related to or representative of any job listed on the job chart and paste pictures next to job.</p>	<p>Resource Persons:</p> <ul style="list-style-type: none"> Secretary Teacher Cook Teacher's Aid Counselor Parents chosen by groups <p>Principal</p> <p>Custodian</p> <p>Bus driver</p> <p>Librarian</p> <p>Picture chart with pictures of jobs and tools.</p> <p>Tape recorder</p>

COMMENTS:	Another activity is to have all the school members visit the classroom at the same time and have them tell one thing they do or a tool they use and have the students guess what their job title is and hand them the card with the title.	CAREER EDUCATION CLUSTER:	Public Service
PLANS FOR EVALUATION:		AGREEMENT OF CAREER EDUCATION:	Career Awareness
		SUBJECT AREA CORRELATION:	Social Studies

Developed By:

Pat Beck

K-J-1

COURSE GOAL:

Continued from page K-J-1

SCHOOL:

GRADE:

EST. TIME INVOLVED:

Vale Elementary

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
	<p>4. Each student will draw and label a picture of what he might like to do as an occupation.</p> <p>5. The students will divide into interest groups of jobs outside the home, e.g. carpentry, dancer, nurse, fireman, etc. Each group will have one resource person to explain, demonstrate and answer questions pertaining to that job.</p>	<p>Books:</p> <p>About School Helpers, Hoffman</p> <p>What to Be, Powell Yokubinas</p> <p>I Went To Be Series, Greene</p> <p>When I Grow Up, Ainsworth</p>
<p>COMMENTS:</p>		<p>CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION:</p>
<p>PLANS FOR EVALUATION:</p>		<p>Developed By:</p>

TITLE: I AM UNIQUE

<p>PROGRAM GOAL: The student will know the importance of "self" as an individual at home and school</p> <p>COURSE GOAL: The student is aware that he is a unique special person.</p>	<p>SCHOOL: Peabody-Dryden Elementary Kindergarten</p> <p>EST. TIME INVOLVED: Approx. 2 months - 20 min daily.</p>
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INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
<p>I.G. The student is aware of himself as an individual, others around him as individuals, and how he relates to his environment.</p> <p>B.O. The student will relate his thoughts to others.</p> <p>B.O. The student will identify similarities and differences among peers.</p> <p>B.O. The student will identify other people from whom he learns.</p> <p>B.O. The student can describe different feelings.</p> <p>B.O. The student can identify and describe the five senses.</p>	<p>1. View filmstrip <u>Sometimes I Wonder</u> and discuss.</p> <p>2. Discuss photo-board #7 - group of happy children. Discuss how alike and different, and how we are alike and different.</p> <p>3. Listen to record Cindy and the Elf; draw a picture of <u>how the elf looked</u>.</p> <p>4. Each student draws a self portrait and pastes cut-out pictures of things he likes in the margin.</p> <p>5. Have each student describe himself and another student.</p> <p>6. Students make a collage of bulletin-board faces cut from magazines - look for similarities and differences.</p> <p>7. Discuss photo-board of boy looking in a mirror.</p>	<p>FOCUS ON SELF DEVELOPMENT KIT</p> <p>SRA</p> <p>Photo-boards</p> <p>Filmstrips</p> <p>Records</p> <p>Teachers guide</p> <p>Reading Book - <u>Beginning</u> Lippincott</p> <p>Filmstrip: <u>Lollipop Dragon</u> - SVE</p>

<p>COMMENTS: The Focus Kit is a complete self awareness program and contains all materials necessary to complete the program. The activities #15 - 28 tie in with reading series.</p>	<p>CAREER EDUCATION CLUSTER: Not Applicable</p> <p>ELEMENT OF CAREER EDUCATION: Self Awareness</p> <p>SUBJECT AREA CORRELATION: Mental Health</p>
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<p>PLANS FOR EVALUATION:</p> <p>Teacher observation and participation by students during activities.</p> <p style="text-align: center;">K-K-1</p>	<p>Developed By: <u>Icyla Zediker</u></p>
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Continued from page K-K-1

SCHOOL: Pechastin-Dryden

Elementary

GRADE: Kindergarten

EST. TIME INVOLVED:

INSTRUCTIONAL GOALS &
BEHAVIORAL OBJECTIVES

LEARNING ACTIVITIES

RESOURCES

8. Listen to record Learning in the Park, discuss and list people they learn from, and role play the story.
9. Students make a picture chart of things they learn from radio, TV, films, animals, etc.
10. View filmstrip Circles of Feelings, discuss feelings students have. Cut pictures of faces and make collage depicting different feelings.
11. Construct a reversible puppet of self with a happy face on one side and sad face on the other side.
12. Role play reactions of various situations.
13. Listen to record Lonesome Ben and discuss. Role play the story with different reactions for the ending.

COMMENTS:

CAREER EDUCATION CLUSTER:
ELEMENT OF CAREER EDUCATION:
SUBJECT AREA CORRELATION:

PLANS FOR EVALUATION:

Developed By:

Icyle Zediker

K-K-2

TITLE: I AM UNIQUE

PROGRAM GOAL:

COURSE GOAL:

Continued from page K-K-2

SCHOOL: Peshastin-Dryden
Elementary
GRADE: Kindergarten
EST. TIME INVOLVED:

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
	<p>14. Make a list of the different people the students came in contact with during the day or we-kend. Talk about relationships with other people, (e.g. family members, neighbors, doctors, etc.).</p> <p>15. Listen to record <u>Tony's Way Out Nose</u>, Discuss.</p> <p>a) Have "smellies" in covered glasses; have students smell and classify them - pleasant, unpleasant, strong, etc.</p> <p>b) List smells which warn us.</p> <p>c) Bring in foods to taste and classify.</p> <p>d) Have volunteers hold noses and taste certain foods - point out how important the nose plays in identifying tastes.</p>	

COMMENTS:

CAREER EDUCATION CLUSTER:
ELEMENT OF CAREER EDUCATION:
SUBJECT AREA CORRELATION:

PLANS FOR EVALUATION:

Developed By:

K-K-3

Kyle Bediker

PROGRAM GOAL:

COURSE GOAL:

Continued from page K-K-3

SCHOOL: Peabody-Dryden
Elementary
GRADE: Kindergarten
EST. TIME INVOLVED:

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
	<p>16. Listen to record <u>The Blind Men and the Elephant</u>. Discuss and draw a picture of how the elephant looked to the blind men.</p> <p>17. Play game: Student is blindfolded and finds 5 circles of textured items that are the same. Make a collage using textured materials.</p> <p>18. Game - various objects are enclosed in a mystery box with a small hole on top. Let children feel the objects and try guessing what they are.</p> <p>19. View filmstrip <u>The Magic Glasses</u> - Discuss. The children make a pair of magic glasses. Wear them to find different shapes and colors in the classroom.</p> <p>20. Discuss photo board #6. Study seedling in flower pot. Discuss.</p>	

COMMENTS:

CAREER EDUCATION CLUSTER:
ELEMENT OF CAREER EDUCATION:
SUBJECT AREA CORRELATION:

PLANS FOR EVALUATION:

Developed By:

Icyle Zediker

K-3 4

TITLE: I AM UNIQUE

PROGRAM GOAL:

Continued from page K-K-4

COURSE GOAL:

SCHOOL: Peshastin-Dryden
Elementary
GRADE: Kindergarten
EST. TIME INVOLVED:

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
	<p>21. View filmstrip <u>The Lollipop Dragon</u> - Avoid Litter.</p> <p>22. Clean up school grounds.</p> <p>23. Listen to record <u>The Sound Machine</u>. Discuss sounds in story you hear each day. Listen to taped sounds and discuss how they make one feel.</p> <p>24. Tape various sounds and have the students identify them.</p> <p>25. Game - Make sounds with various objects behind a screen - guess what the sounds are.</p> <p>26. Game - blindfold a child - have the student say a sentence - the other class members guess who the student is.</p> <p>27. List sounds that warn people to be careful (e.g. sirens, car horns, snake hissing, bicycle bell, train whistle).</p> <p>28. Play different types of music and let the students respond as to how they feel.</p>	

COMMENTS:

CAREER EDUCATION CLUSTER:
ELEMENT OF CAREER EDUCATION:
SUBJECT AREA CORRELATION:

PLANS FOR EVALUATION:

Developed By:

Icyle Zediker

K-K-5

TITLE: THE GROCERY STORE

PROGRAM GOAL: The student understands the need to share and cooperate to complete tasks.

COURSE GOAL: The student is aware of the basic functions of operating a grocery store.

SCHOOL: Peasehastin-Dryden

GRADE: Elementary Kindergarten

EST. TIME INVOLVED:
4 sessions - 30 min. each

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
<p>I.G. The student recognizes that workers must cooperate with each other to accomplish tasks.</p> <p>I.G. The student is aware that people work for money.</p> <p>I.G. The student is aware that grocery stores hire many different people.</p> <p>B.O. The student will identify the various jobs related to a grocery store.</p>	<p>1. Student list jobs found in a grocery store.</p> <p>2. Field trip to a local grocery store to discover what different workers do.</p> <p>3. Role play - people operating store.</p> <p>4. Discuss how all workers in a business are interdependent and must cooperate with each other to have a successful business.</p>	<p>Resource Persons:</p> <p>Baker Butcher</p> <p>Clerk Busboy</p> <p>Guard Manager</p> <p>Stock boys</p>

COMMENTS:

CAREER EDUCATION CLUSTER: Marketing & Distribution
ELEMENT OF CAREER EDUCATION: Employability Skills
SUBJECT AREA CORRELATION: Social Studies

PLANS FOR EVALUATION:

Developed By:

Icyle Zediker

K-L-1

TITLE: WHO HANDLES THE MILK BEFORE YOU DO?

PROGRAM GOAL:	The student can identify different tools for different careers.	SCHOOL:	Peshastin-Dryden Elementary
COURSE GOAL:	The student is aware that many people earn their living on a dairy farm.	GRADE:	Kindergarten
		EST. TIME INVOLVED:	2 weeks

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
<p>A.G. The student is aware of the many different jobs related to the production of milk.</p> <p>I.G. The student is aware of the various tools and pieces of equipment utilized by people who work with the production of milk.</p> <p>B.O. The student can identify the different jobs of the dairy and dairy farmer.</p> <p>B.O. The student can identify tools and equipment necessary to operate a dairy farm.</p>	<ol style="list-style-type: none"> 1. Class discussion - "Where do we get the milk we drink?" 2. View film <u>Dairy Farm</u>. Discuss and list the various jobs shown in the film. 3. Take a field trip to a dairy farm; observe cows being milked, the processing of milk and the equipment used. Observe all the farm equipment the dairy farmers need. 4. Form groups and have each group draw a picture of a certain part of the dairy trip. Display pictures in order on the bulletin board. 5. View film <u>Milk</u>; Compare the way they milked cows long ago with modern methods. 6. Visit grocery store and purchase milk products. Set up a display and taste each product. 7. Make butter by shaking whipping cream. 	<p>Films: <u>The Dairy</u> - Coronet <u>Milk</u></p> <p>Books: <u>I Want to Be A Milkman</u>, <u>Greene</u> <u>Comptons Young Children's Encyclopedia</u>, Book D & C.</p> <p>Farm Journals for pictures</p> <p>Resource Person: Dairy farmer</p> <p>U.S. Dairy Council</p>

COMMENTS:	<p>A movie was taken on the field trip to refresh the students' memories of all they had viewed.</p>	<p>CAREER EDUCATION CLUSTER: Agri-Business & Nat. Res.</p> <p>ELEMENT OF CAREER EDUCATION: Skill Awareness, Beg. Comp.</p> <p>SUBJECT AREA CORRELATION: Social Studies</p>
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PLANS FOR EVALUATION:

The students can recite the different jobs found on a dairy farm and identify the tools and equipment used on a dairy farm.

Developed By:

Icyle Zediker

K-M-1

TITLE: WHO HANDLES THE MILK BEFORE YOU DO?

SCHOOL: Peabody-Dryden
 GRADE: Elementary Kindergarten
 EST. TIME INVOLVED: 2 weeks

PROGRAM GOAL:
 COURSE GOAL:

Continued from page K-M-1

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
	<p>8. Set up a dairy farm during free time and role play the different roles of the dairy farmer and his helpers.</p> <p>9. Read stories about cows and dairy products during story time.</p> <p>10. During free choice time the children play with Farmer Brown's Barn.</p>	

COMMENTS:	<p>CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION:</p>
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PLANS FOR EVALUATION:	<p>Developed By:</p> <p>Icyle Zadiker</p>
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TITLE: WHAT DO FATHERS AND MOTHERS DO?

PROGRAM GOAL: The student will know the jobs of home members.

COURSE GOAL: The student is aware that fathers and mothers' work.

SCHOOL: Feshastin-Dryden
GRADE: Elementary Kindergarten
EST. TIME INVOLVED: 1 hr. each session with a parent.

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
<p>I.G. The student is aware that fathers work outside the home to earn a living.</p> <p>I.G. The student is aware that mothers have special tasks inside the home.</p> <p>I.G. The student is aware that some mothers work outside the home.</p> <p>I.G. The student is aware that each family member can help in the family.</p> <p>B.O. The student can identify the job his parents do inside the home.</p> <p>B.O. The student can identify the job fathers and mothers do outside the home.</p> <p>B.O. The student can identify tools used in particular occupations.</p>	<ol style="list-style-type: none"> Each student will report to the class what his father's occupation is. (If possible visit with father at his place of work). Fathers and mothers may be invited to the classroom to share about their jobs and the tools or equipment used. Each parent will demonstrate, if possible, something about his job or the tools he uses. Students discuss and list mothers' jobs. Make a collage of the tools their mothers use. Students draw pictures of ways in which they help at home. List jobs fathers do around the house. Role play family situations. Family puppets are used during free play. Draw a picture of what each student would like to be when he grows up. Share. 	<p>Basic Readers Lippincott Series</p> <p>Parents for resource persons</p>

COMMENTS: This unit would change every year (regarding resource persons) as parents of the students are utilized.

CAREER EDUCATION CLUSTER:
ELEMENT OF CAREER EDUCATION:
SUBJECT AREA CORRELATION:

As parents apply
Career Awareness
Social Studies, Lang.
Arts, Art

PLANS FOR EVALUATION:

Developed By:

Icyle Zediker

TITLE: ACCEPTING RESPONSIBILITY

PROGRAM GOAL: The student will understand the rights and responsibilities at home and in the classroom.

COURSE GOAL: The student recognizes his rights and responsibilities in the classroom and at home.

SCHOOL: Peshastin-Dryden
GRADE: Elementary
Kindergarten
EST. TIME INVOLVED: 2 weeks

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
<p>I.G. The student will understand the difference between proper and improper behavior.</p> <p>I.G. The student understands that sharing at home is the responsibility of every family member.</p> <p>I.G. The student understands that sharing and taking turns is the responsibility of every class member.</p> <p>B.O. The student will demonstrate proper classroom behavior.</p> <p>B.O. The student participates in discussions about sharing and taking turns.</p>	<ol style="list-style-type: none"> 1. View filmstrip <u>How The Lollipop Dragon Got His Name</u>. Discuss the people of Tuntum. 2. Students role-play sharing situations; e.g. if someone had a truck you wanted what approach would you use to get the truck? Discuss different approaches used. Select the best one. 3. Color pictures of the Lollipop Dragon. 4. Read story <u>The Good Friends</u> and discuss how the animals shared. 5. Each student relates one way he shares at home. 6. Discuss pictures of sharing - two children in bathroom brushing teeth; mother and daughter giving baby a bath. 7. Read story - <u>Let's Be Friends</u> and discuss how Butch learned to take turns. 	<p>Filmstrips and Records: <u>Lollipop Dragon Series</u>, SVE</p> <p>Lollipop Dragon Coloring Book.</p> <p>Books: <u>The Good Friends</u>, Paul Francois <u>Let's Be Friends</u>, Bernice Bryant</p> <p>Job Chart</p>

COMMENTS:

CAREER EDUCATION CLUSTER:
ELEMENT OF CAREER EDUCATION:
SUBJECT AREA CORRELATION:

Not Applicable
Self Awareness
Mental Health, Social
Studies

PLANS FOR EVALUATION:

Teacher observation.

Developed By:

Icyte Zediker

TITLE: ACCEPTING RESPONSIBILITY

PROGRAM GOAL:

COURSE GOAL:

Continued from page K-0-1

SCHOOL: Peabody-Deussen
GRADE: Elementary Kindergarten
EST. TIME INVOLVED:

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES

LEARNING ACTIVITIES

RESOURCES

8. View filmstrip "Taking Turns" and discuss when, where and how we can take turns in kindergarten.
9. Teacher demonstrate proper ways of interrupting; and students practice.
10. Demonstrate and discuss manners; students practice good manners.
11. Each week students are given specific jobs to perform for a posted job chart. The student is responsible for his job; e.g. a) Collect books.
b) Take lunch count to office.
c) Hand out papers.
d) Straighten shelves.
e) Answer door.
12. View filmstrip Working Together and discuss how we can work together at home and in the classroom.
13. Read story The Turnip That Wouldn't Come Up; act out and discuss working together.

COMMENTS:

CAREER EDUCATION CLUSTER:
ELEMENT OF CAREER EDUCATION:
SUBJECT AREA CORRELATION:

PLANS FOR EVALUATION:

Developed By:

Icyle Zediker

K-0-2

TITLES: SHARING

PROGRAM GOAL:	The student will understand the cause and effect in making decisions.	SCHOOL: Pennington-Dryden Elementary
COURSE GOAL:	The student will understand the need to share and cooperate in the classroom.	GRADE: Kindergarten EST. TIME INVOLVED: On-going all year

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student is aware that free time provides opportunities to work together and share. B.O. The student will participate in the daily process of using a "free time" or "choosing" period.	1. The student will participate in the following available activities during free time. a) Puzzles of career people. b) On hands show boxes (career boxes) c) Farmer Brown's barn - farm set. d) Family puppets. e) Carpenters' tools and workbench. f) Grocery store. g) Games and learning stations.	

COMMENTS:	CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION:	Not Applicable Decision-Making Free Time
PLANS FOR EVALUATION:	Developed By:	Icyle Zediker

K-P-1

PROGRAM GOAL: COURSE GOAL:		SCHOOL: GRADE: EST. TIME INVOLVED:
INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
COMMENTS:		CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION:
PLANS FOR EVALUATION:		Developed by:

CASHMERE, PESHAISTIN-DRYDEN
CAREER EDUCATION PROJECT

GRADE ONE: UNIT TITLES

1. My Father's Job 1-A-1
Janet Flagel
2. School Workers 1-B-1
Janet Flagel
3. The Postman 1-C-1
Janet Flagel
4. VIP (very important person) Of the Week 1-D-1
Colleen Holmer
5. Self Awareness 1-E-1
Marjorie Jones
6. School Workers 1-F-1
Marjorie Jones
7. Public Service Occupations 1-G-1
Marjorie Jones
8. First Grade Olympics 1-H-1
Colleen Holmer, Lois Johnson, Marjorie Jones,
Janet Flagel
9. Self Awareness -- Physical, Emotional, Social, Intellectual . 1-I-1
Janet Flagel
10. Janitorial Services 1-J-1
Marjorie Jones
11. Milk and Its By-Products 1-K-1
Lois Johnson

TITLE: MY FATHER'S JOB

PROGRAM GOAL:	The student will relate home and school jobs to community functions.	SCHOOL: Peshastin Elementary
COURSE GOAL:	The student will become aware of the father's job and of the variety of occupations held by fathers of their classmates.	GRADE: One
		EST. TIME INVOLVED:
		On going project depending on availability of parents.
INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES

I.G. The student is aware of the relationship between school learning activities and the world of work.

I.G. The student is aware that all jobs are worthwhile in the community.

B.O. The student can identify jobs held by fathers in the community.

B.O. The student can illustrate the father's place of employment.

1. The child will take a letter home to the father explaining the class project. (copy attached)
2. The child will spend some time at the father's job if it can be arranged.
3. The child draws picture of the father's place of employment with as much detail as possible. A story accompanies this dictated or written by student.
4. Parents will come to class to share their occupation and/or tools used in their work.
5. A scrapbook will be kept of magazine pictures found of a father's job. These will be labeled according to which father does what.

Our Working World - Families at Work - SRA

I Want To Be Books by Carla Green

At Home, Scott Foresman

Letters to Fathers

Resource People:
Individual Fathers

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COMMENTS:	CAREER EDUCATION CLUSTER: ALL
	ELEMENT OF CAREER EDUCATION: Career Awareness
	SUBJECT AREA CORRELATION: All

PLANS FOR EVALUATION:

The student will be able to describe the job performed by his father outside the home and tell at least 5 occupations held by fathers of other classmates.

1-A-1

Developed By:

Mrs. Janet Flagel

SAMPLE LETTER TO FATHER

Dear Father:

Our class wants to learn about your job. We want to know what you do at your job. Please help me fill out this paper so I can take it to my teacher.

What is the name of your job?

Where do you work?

What hours do you work?

What jobs do you perform?

How does your job help us?

Would you come to our class to share your occupation or bring your tools you use in your work and explain them to us?

Could I spend some time at your work to see what you do?

I want to learn all I can about your job.

Thank you Daddy,

1-A-2

TITLE: SCHOOL WORKERS

PROGRAM GOAL:	The student will learn to appreciate all individuals in the school setting.	SCHOOL: Peshastin Elementary
COURSE GOAL:	The student recognizes that there are many occupations of people who work at a school.	GRADE: Grade one EST. TIME INVOLVED: 20 min. a day 3 weeks

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student will realize the importance of each employee. B.O. The student will interview and identify some of the occupations of people in the school.	<ol style="list-style-type: none"> 1. Tour of school to look for places people work. 2. Have students work in committees on each worker. <ol style="list-style-type: none"> a) Committee invite them to our classroom. b) Draws pictures of them at work. c) Writes story about the interview. d) Writes thank you letters. 3. School workers are interviewed by the class and show tools of their jobs. <ol style="list-style-type: none"> e) Students have discussed questions they will need to ask. 4. Each worker and committee have pictures taken to use as an evaluation. 	Resource People: School Principal teacher cook custodian playground supervisor librarian bus driver school nurse speech therapist secretary reading teacher Title I teacher Large butcher paper for life size drawing of workers and stories about each (for a large bulletin board).

COMMENTS:	CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION: Public Service Appreciation & Attitudes Social Studies & Language
PLANS FOR EVALUATION:	

Choose one of the workers they would most like to be and tell why. As each worker's picture is shown the student will identify the job and explain two jobs they perform for our school.

1-B-1

Developed by:

Janet Fligel

TITLE: SCHOOL MONITOR

PROGRAM GOAL:

Continued from 1-B-1

COURSE GOAL:

SCHOOL Performance Elementary

GRADE: Grade one

EST. TIME INVOLVED:

20 min a day three weeks

INSTRUCTIONAL GOALS &
BEHAVIORAL OBJECTIVES

LEARNING ACTIVITIES

RESOURCES

5. Workers invite students to their place of work.

Community Helpers Series,
Albert Whitman Co.

- a) visit secretaries office.
b) watch the cooks bake and cook especially in big steam kettle.
c) after talk by bus driver students take a short trip on the bus.
d) reading teacher and Title I teacher invite students to their room to see the many special tools they use.

Good Morning Teacher
Pat, The Playground Leader

I Want To Be Books, Carla Greene

At School, Scott Foreman

COMMENTS:

CAREER EDUCATION CLUSTER:
ELEMENT OF CAREER EDUCATION:
SUBJECT AREA CORRELATION:

PLANS FOR EVALUATION:

Developed By:

1-B-2

TITLE: THE POSTMAN

PROGRAM GOAL:	The student will relate home and school jobs to community functions.	SCHOOL: Peshastin Elementary
COURSE GOAL:	The student will develop an understanding that people in a community depend upon one another.	GRADE: Grade one EST. TIME INVOLVED: 2 weeks, 20 min per day

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student will be aware of the role the postman plays in the community.	1. Room Post Office a) Arrange rows into streets with signs and box numbers.	Postmaster - Local Post Office
B.O. The student will examine the Post Office and the postman's duties.	b) Each student makes a mailbox. c) Make a large mailbox for mailing valentines.	Community Helpers Series: <u>Mr. Zip and the U.S. Mail</u>
B.O. The student will identify the postman's responsibilities to the community.	d) Make a post office with slots for streets. e) Make a list of students names, box numbers and streets.	<u>I Want To Be Series:</u> <u>I Want To Be a Postman</u>
B.O. The student will practice the duties of a postman in the class and mail a letter at the Post Office.	f) When children bring Valentines they mail them in the large mailbox - then take them out and sort theirs in the Post Office. g) Students sort Valentines by street & number for easiest distribution on route.	<u>Car Post Office and It's Helpers</u> <u>A Letter to Grandmother - Coronet Film</u>

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COMMENTS: This activity was done in February so used Valentines but could be done any time during the year.	CAREER EDUCATION CLUSTER: Public Service ELEMENT OF CAREER EDUCATION: Career Awareness SUBJECT AREA CORRELATION: Social Studies, Lang. Arts, Math, Art
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PLANS FOR EVALUATION:

Developed By:

Mrs. Janet Fligel

Learning activity g. is the evaluation.

1-C-1

TITLE: THE POSTMAN

PROGRAM GOAL:

Continued from page 1-C-1

COURSE GOAL:

SCHOOL: Peshawar Elementary

GRADE: Grade one

EST. TIME INVOLVED:

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
	<p>2. Visit to the Post Office</p> <ul style="list-style-type: none"> a) Students make valentines for parents. b) Students write parents address on envelope properly. c) Each child brings money to buy his own stamp at the Post Office. d) Each child is allowed to stamp the letter and run it through the cancelling machine. e) Each child will put the letter in the proper place for the postman. f) The postman shows many tools of his work as children ask questions about his job. 	
COMMENTS:	CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION:	
PLANS FOR EVALUATION:	Developed By: Mrs. Janet Flagel	

1-C-2

TITLE: VIP (Very Important Person) OF THE WEEK

PROGRAM GOAL:	The student will know the importance of "self" as an individual and as a worthy member of groups.	SCHOOL: Vale Elementary
COURSE GOAL:	The student will explore and assess personal attitudes, aptitudes, attributes and interests as they relate to him.	GRADE: One
		EST. TIME INVOLVED: Yearly on-going program

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
<p>I.G. The student will understand that he is an important, worthwhile individual, family member and class member.</p> <p>I.G. The student will realize that every-one is a worthwhile person, especially grandparents, brothers, sisters, classmates, etc.</p> <p>B.O. The student will demonstrate his feelings of positive self confidence by sharing objects and information about himself with members of the class.</p>	<ol style="list-style-type: none"> 1. Teacher will be the first VIP to explain program to students. 2. Throughout the week the student who is the VIP will bring pictures, objects and information concerning himself and his family to make his VIP display. 3. Incidental sharing by student during the week. 4. Culminating activity of week "Family Show and Tell" e.g. slides of family vacation, hobbies of family; special interests of family members, etc. 5. Students will contribute many of his materials to the class VIP scrapbook. (Student takes his portion home at end of year.) 	<p>VIP display area</p> <p>VIP throne</p> <p>Items brought by students</p>

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COMMENTS: Teacher sends explanatory letter home to parents. (Copy page 1-D-2). The student VIP of the week will also have the honor of performing classroom tasks considered as privileges, e.g. room monitor, messenger, etc.	<p>CAREER EDUCATION CLUSTER: Not Applicable</p> <p>ELEMENT OF CAREER EDUCATION: Self Awareness</p> <p>SUBJECT AREA CORRELATION: Social Studies</p>
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PLANS FOR EVALUATION:	Developed By: Colleen Holmer
Teacher observation of child's increasing positive self-concept.	

1-D-1

TITLE: VIP (very important person) OF THE WEEK

SAMPLE LETTER TO PARENTS

Dear Parents,

In the first grade we feel it is very important for a child to develop an awareness of himself as an important and worthwhile person. The way he feels about himself will influence his learning.

We would like to give your child his "time" to "shine", by making him Official VIP (very important person) of the Week.

YOUR CHILD NEEDS YOUR HELP

During his VIP Week, he may bring to school any items which will help portray himself as a worthwhile member of his family group and a contributing member of society.

Suggestions might be:

I. Family Members

- a. Father or mother with special interest or talents.
- b. Grandparent with hobby.
- c. Slides and/or pictures of family vacations, hobbies, etc.
- d. Brother or sister with a hobby or talent.
- e. Pets.
- f. Tape recording concerning family if parents are unable to attend.

- II. Snapshots, drawings, hobbies, craft items, magazine pictures of interests, souvenirs, etc. (a space will be provided for his VIP display).

Enclosed is a tentative calendar showing your child's week to be our VIP. A reminder will be sent home before your child's week. If you have any questions please feel free to contact me.

1st Grade Teacher

1-D-2

TITLE: SELF AWARENESS

PROGRAM GOAL:	The student will know the importance of "self" as an individual and as a worthy member of groups.	SCHOOL: Vale Elementary
COURSE GOAL:	The student will explore and assess personal attitudes, aptitudes, attributes and interests as they relate to him.	GRADE: One
		EST. TIME INVOLVED: 1 week 20 minutes a day

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student will understand that abilities and interests are important to individual occupational choice.	1. Discussion groups (informal); allow students to contribute what they wish without being rebuked; teacher listens.	DUSO Kit American Guidance Service
B.O. The student will participate in discussion, role playing, drawing of pictures, and games regarding attitudes, interests and abilities in relation to career choice.	2. Discuss their attitudes toward school: likes and dislikes. 3. Discuss attitudes toward jobs they have at home. 4. Role play jobs they like and dislike. 5. Game - "What Do I Do?" 6. Pictures: - "Things I like to do and don't like to do".	
	DO THIS THROUGHOUT THE YEAR AS A CONTINUING THING.	

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COMMENTS: All resources included in kit.	CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION:	Not Applicable Self Awareness Mental Health, Lang. Arts. Art
	Developed By: Marjorie Jones	
PLANS FOR EVALUATION: Continuous observation of way students relate to each other and react to different situations.		
1-E-1		

TITLE: SELF AWARENESS

PROGRAM GOAL: The student will understand the similarities and differences between home roles and school roles. COURSE GOAL: The student will explore and assess personal attitudes, aptitudes, attributes and interests as they relate to him.	SCHOOL: Vale Elementary GRADE: One EST. TIME INVOLVED: 4 days 25 min.
INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES I.G. The student will understand that the home and school are both important in teaching good work habits. B.O. The student will discuss the important good work habits. The student will differentiate and compare by collecting pictures and compiling them; the types of learning in home and at school. The student will write a story and illustrate it showing his favorite job at home and at school. The student will participate in designing a mural of all jobs done in the home.	LEARNING ACTIVITIES 1. Children and teacher discuss how important the home is in teaching good work habits. Each pupil draws a picture or tells a story about some job he was taught by parents and points out some good working habits he learned from it. 2. Have students cut out pictures of jobs at school and jobs at home. Make a bulletin board; children place pictures under home, school or both. Have students draw or paint a picture showing every job he does at school. 3. Write a story about jobs "I like best." 4. Make a mural of all types of jobs done in and around the home. Compare the types of jobs he learns at school. How are they different? How are they alike? Does the school teach good working habits?
COMMENTS:	RESOURCES Magazines Construction paper Butcher paper Paint
CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION:	Not Applicable Educational Awareness Health-Mental, Lang. Art, Art
PLANS FOR EVALUATION: Observe children - watch for attitude about jobs.	Developed By: Marjorie Jones 1-E-2

TITLE: SELF AWARENESS

PROGRAM GOAL:	The student will know the importance of "self" as an individual and as a worthy member of groups.	SCHOOL:	Vale Elementary
COURSE GOAL:	The student will explore and assess personal attitudes, aptitudes, attributes and interests as they relate to him.	GRADE:	One
		EST. TIME INVOLVED:	40 min.

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
<p>I.G. The student will become involved in classroom and home jobs.</p> <p>B.O. The student will discuss and evaluate various home and classroom jobs.</p> <p>B.O. The student will evaluate which types of skills and interests are involved, through discussion and drawing, in these various classroom and home jobs.</p>	<p>1. Ask students to try a new task in the home that they generally don't perform. After a trial period of a week, ask students questions like the following:</p> <ul style="list-style-type: none"> a) Do you like the new task? b) Were you able to do it successfully? c) What did you use, or learn? d) Are you willing to try any jobs at home? <p>2. Make picture of two jobs he likes best. Let him share and tell why.</p>	<p><u>Our Working World, Families At Work.</u> S.R.A.</p>

COMMENTS:	CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION:	Not Applicable Self Awareness Social Studies
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PLANS FOR EVALUATION:	Developed By:
<p>Evaluate childrens' answers to questions.</p> <p>Observe interest shown in the activity and comments made - evaluate drawings.</p>	<p>Marjorie Jones</p>

TITLE: SCHOOL WORKERS

PROGRAM GOAL:	The student will learn to appreciate all individuals in the school setting.	SCHOOL: Vale Elementary
COURSE GOAL:	The student is aware that all individuals in the school setting are necessary to maintain the school.	GRADE: One
		EST. TIME INVOLVED: 2 hours

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
<p>I.G. The student will realize the importance of each employee necessary to maintain the school.</p> <p>B.O. The student will examine, identify and define some of the occupations of people in the school.</p>	<p>1. Take students on a tour of the school building to look for places where people work and also to look for as many workers as they can.</p> <p>a) Office: principal, secretary b) Health room: nurse c) Cafeteria and kitchen: cooks d) Library e) Speech room f) Janitor's workroom g) Playground h) Other classrooms</p> <p>2. Have children decide on a list of questions to ask workers at their places of work. Have workers demonstrate some of the tools and skills needed for their job.</p> <p>3. Use video tape machine and record interviews. Compare types of jobs - talk about disadvantages and advantages.</p>	<p>Slides taken of building workers and their tools</p> <p>The first slides show tools.</p> <p>The following slides show workers using these tools.</p> <p>a. secretary b. cook c. janitor d. teacher e. principal f. teacher aid</p>

COMMENTS:	<p>CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION:</p>	<p>Public Service Appreciation & Attitudes Social Studies, Lang. Arts</p>
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PLANS FOR EVALUATION:	Developed By:
	<p>Marjorie Jones</p> <p>_____</p> <p>_____</p> <p>_____</p>

TITLE: SCHOOL WORKERS

PROGRAM GOAL:

SCHOOL: Vails Elementary

COURSE GOAL:

GRADE: One

Continued from page 1-F-1

EST. TIME INVOLVED:

INSTRUCTIONAL GOALS &
BEHAVIORAL OBJECTIVES

LEARNING ACTIVITIES

RESOURCES

4. Discuss how jobs are interdependent.
5. Children view film slides of tools. Try to guess which occupation goes with each tool. Then they will view pictures of workers using the tool.
6. List skills needed for school jobs; let students role play certain skills or jobs, such as:
 - a) (secretary) students sell hot lunch tickets and count money - type letters to thank speakers.
 - b) (school nurse) check signs of health, cleanliness - bathroom habits.
 - c) (speech room) communicating skills.
 - d) (library) file books; check for due dates, categorize to subject matter, etc.

COMMENTS:

CAREER EDUCATION CLUSTER:
ELEMENT OF CAREER EDUCATION:
SUBJECT AREA CORRELATION:

PLANS FOR EVALUATION:

Developed By:

Marjorie Jones

1-F-2

TITLE: SCHOOL WORKERS - THE COOK

PROGRAM GOAL:	The student will learn to appreciate all individuals in the school setting.	SCHOOL:	Vale Elementary
COURSE GOAL:	The student is aware of the role of the cook as a school worker.	GRADE:	One
		EST. TIME INVOLVED:	3 hours

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
<p>I.G. The student will become aware of the importance of nutrition in planning daily meals and become aware of various tools and skills used by a cook.</p> <p>I.G. The student will learn about the basic food groups. What they do for our body and what foods are best to eat.</p> <p>B.O. The student will plan a meal using the 4 basic food groups.</p> <p>B.O. The student will prepare a meal and serve it.</p> <p>B.O. The student will relate their activities to the role of the school cook.</p>	<p>1. Through class planning and discussion students will design a chart with the following headings:</p> <p><u>Dairy products, Meats, Breads, Fruits, Vegetables</u></p> <p>Under each heading they will fill in something they have planned for a luncheon.</p> <p>2. Have school cook come in and show how to plan meals. (Discuss food groups and balanced diet ahead of time).</p>	<p>Resource Person: School cook</p> <p>Chart paper</p> <p>Ingredients for salad and cookies or cake.</p> <p>Bowl Knives Measuring tools</p>

COMMENTS:	CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION:	Personal Services Appreciation & Attitudes Health, Math, Reading
PLANS FOR EVALUATION:	Developed By:	<p>_____ Marjorie Jones</p> <p>_____</p> <p>_____</p>

TITLE: SCHOOL WORKERS - THE COOK

PROGRAM GOAL:

SCHOOL: Vale Elementary

COURSE GOAL:

Continued from page 1-F-3

GRADE: One

EST. TIME INVOLVED:

INSTRUCTIONAL GOALS &
BEHAVIORAL OBJECTIVES

LEARNING ACTIVITIES

RESOURCES

3. Have the school cook show measuring, share simple recipes, etc. Visit the cooks' kitchen. Observe her demonstrating the use of her tools. Borrow some of those tools to prepare our luncheon. The children will prepare a lettuce salad. As they do they can discuss parts of a plant they eat: carrots - roots, lettuce - leaves, celery - stems. They learn to use knives properly.
4. Students may bake either cookies or cake. They will need to read recipe and use measuring equipment. They may bake the cookies or cake in the school oven.
5. Cleanup; tie-in with janitor tools & job. Analyze how it takes the right balance of ingredients to make cookies. Compare with a balance of workers cooperating to make up the right ingredients for a well-run school.

COMMENTS:

CAREER EDUCATION CLUSTER:
ELEMENT OF CAREER EDUCATION:
SUBJECT AREA CORRELATION:

PLANS FOR EVALUATION:

Developed By:

Marjorie Jones

1-F-4

TITLE: PUBLIC SERVICE OCCUPATIONS

PROGRAM GOAL: The student can relate home and school jobs to community functions.

COURSE GOAL: The student will examine occupations of people in the community who deal in a service.

SCHOOL: Vale Elementary

GRADE: One

EST. TIME INVOLVED: 2 weeks
30 minutes a day

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
<p>I.G. The student is aware of the role the fireman and policeman play in the community.</p> <p>I.G. The student is aware of the role the city employees play in the community.</p> <p>B.O. The student will examine equipment and tools used by fireman and policeman.</p> <p>B.O. The student will identify the policeman's and fireman's responsibility to the community.</p> <p>B.O. The student will identify his own responsibility in relation to firemen and policemen.</p> <p>B.O. The student will examine equipment and tools used by city employees.</p> <p>B.O. The student will identify the responsibilities of city employees.</p> <p>B.O. The student will identify his responsibility to his community.</p>	<ol style="list-style-type: none"> 1. Guest speaker: fireman - brings equipment and clothing. 2. Class discussion about their jobs, training, skills involved, etc. 3. Students view fire engine. 4. Guest speaker: policeman - brings dogs, equipment, police car, etc. 5. Student writes thank you letter to fireman and policeman. 6. Extra activities: paper doll in art, dot-to-dot seatwork, stories, poems, songs, finger plays. 7. Discussion on how we can help these community helpers. 8. Use words from these occupations for reading games. 9. Creative writing about policeman and fireman. 	<p>Resource Persons: Fireman Policeman Sheriff City employees</p> <p>SVE picture file</p> <p>Book: <u>Billy's Neighbors</u></p> <p>Camera</p> <p>Map of Cashmere</p> <p>Clothes pins</p>

COMMENTS:

CAREER EDUCATION CLUSTER:
ELEMENT OF CAREER EDUCATION:
SUBJECT AREA CORRELATION:

Public Service
Career Awareness
Social Studies, Art,
Lang. Arts, Health,
Reading

PLANS FOR EVALUATION:

Developed By:

Marjorie Jones

1-G-1

TITLE: PUBLIC SERVICE OCCUPATIONS

PROGRAM GOAL:

COURSE GOAL:

Continued from page 1-G-1

SCHOOL: Vale Elementary

GRADE: One

EST. TIME INVOLVED:

INSTRUCTIONAL GOALS &
BEHAVIORAL OBJECTIVES

LEARNING ACTIVITIES

RESOURCES

10. Panel of city employees; play a get-acquainted game, each guest will hold a card telling a job title but scrambled so the employee does not hold his own. Allow the class a chance to unscramble the men and jobs after being given clues. Then employees will tell about their jobs.
11. Students make a neighborhood map; place objects such as street cleaner on area where located.
12. Field trip follows with a visit to the city water pumping plant, city sewage system, city water storage, garbage dump, offices of city department, fire station.
13. Watch computer making out bills for customers. Man controlling the computer explains his job. Visit the secretaries and watch supt. of public utilities use radio to dispatch ~~ambulance~~ EDUCATION CLUSTER:

COMMENTS:

ELEMENT OF CAREER EDUCATION:
SUBJECT AREA CORRELATION:

PLANS FOR EVALUATION:

Developed By:

Marjorie Jones

1-G-2

TITLE: PUBLIC SERVICE OCCUPATIONS

PROGRAM GOAL:	SCHOOL: Vale Elementary
COURSE GOAL:	GRADE: One
	EST. TIME INVOLVED:

Continued page 1-G-2

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
	<p>13. Start a class scrapbook related to community helpers which deal in a service related to cleanliness and safety.</p> <p>14. Class experience charts:</p> <p>a) Attributes policeman and fireman need.</p> <p>b) Why they chose the job.</p> <p>c) Why we might choose the job.</p> <p>15. Dress up in firman or policeman clothes. Take pictures; role play.</p> <p>16. Draw pictures for scrapbook of people in city departments.</p> <p>17. Collect maps of all areas these helpers are responsible for.</p> <p>18. Record advantages and disadvantages of all city employee jobs.</p> <p>19. Make a people pyramid of all people who contribute to city maintenance (use clothes pins).</p>	

COMMENTS:	CAREER EDUCATION CLUSTER:
Pictures are taken on the field trip of all people visited and all areas where they work to put in scrapbook.	ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION:

PLANS FOR EVALUATION:	Developed By:
Observe child drawing, involvement in class. Class scrapbook and projects.	Marjorie Jones

1-G-3

TITLE: FIRST GRADE OLYMPICS

PROGRAM GOAL:	The student will acquire the ability to develop rules with others, accept direction, and take responsibility.	SCHOOL: Vale Elementary Peshastin-Dryden Elem.
COURSE GOAL:	The student knows ways in which individuals can contribute to team morale, e.g. tolerance, respect for others, self-respect, cooperation, and self-discipline.	GRADE: One EST. TIME INVOLVED: 4 hrs. preparation - 2 hrs. day of event

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student knows that the following contribute to sportsmanship: a) following accepted codes of ethics. b) respecting opponents, officials, etc. c) controlling emotions. d) accepting victory or defeat. I.G. The student is aware of individual differences.	1. Demonstration of the following activities to students by high school track students. a) standing longjump b) running longjump c) bean bag throw d) 25 yard dash e) 50 yard sprint f) 10 yard relay g) obstacle course h) high jump 2. Use DUSO or FOCUS activities where applicable. 3. Students will practice the above. 4. Each student and teacher will choose events child will participate in. 5. Listen to track coach. 6. Participate in First Grade Olympics. (Jr. high students act as officials).	Resource Persons: High school track students Track coaches (men & women) Jr. high students - officials equipment for all sport events DUSO KIT - AGS FOCUS KIT - SRA Books from Media Resource Center
B.O. The student will demonstrate his ability to follow accepted codes of ethics, respect opponents and officials, controlling emotions and accepting victory or defeat by participation in a 1st grade track meet. B.O. The student can differentiate physical abilities among students.		

COMMENTS: Activities can be designed to fit different groups or locations. Teacher keeps a record of student achievement during practice.	CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION:	Hospitality & Recreation Occ. Employability Skills Health and P.E.
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PLANS FOR EVALUATION: Teacher observation of student attitude and enthusiasms during practice and Olympics.	Developed By:	Lois Johnson Janet Flagel Colleen Holmer Marjorie Jones
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TITLE: SELF AWARENESS - PHYSICAL, EMOTIONAL, SOCIAL AND INTELLECTUAL

<p>PROGRAM GOAL: The student will know the importance of "self" as an individual and as a worthy member of groups.</p>	<p>SCHOOL: Peshastin-Dryden GRADE: Elementary EST. TIME INVOLVED: 1/2 hour period - 2 days</p>
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COURSE GOAL: The student recognizes that each person has a worth of his own.

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
<p>I.G. The student will become aware of his physical being.</p>	<p>1. Listen to record from FOCUS KIT. 2. Discussion of record - "Ways we are alike and different". 3. Students draw pictures of self, looking in a mirror. 4. Discussion of photoboard from FOCUS. 5. Answers to open-ended sentences: "If I were taller I _____."</p>	<p>FOCUS On Self Development Awareness, Stage I - SRA</p>
<p>B.O. The student will describe his physical qualities and abilities to give him a better understanding of himself.</p>		<p>Bulletin board pictures of students.</p> <p>Books:</p> <p><u>Smallest Boy In the Class</u>, <u>Beim</u> <u>Five Chinese Brothers</u>, <u>Bishop</u></p>

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<p>COMMENTS: The following 4 sample lessons are from FOCUS KIT. Similar format is used for any units used from this kit. Units are chosen to fit specific needs of the class.</p>	<p>CAREER EDUCATION CLUSTER: Not Applicable ELEMENT OF CAREER EDUCATION: Self Awareness SUBJECT AREA CORRELATION: Mental Health, Art, Lang. Arts.</p>
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<p>PLANS FOR EVALUATION:</p> <p>The student will describe his physical self to the class.</p>	<p>Developed By: Janet Flagel</p>
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TITLE: SELF AWARENESS - PHYSICAL, EMOTIONAL, SOCIAL AND INTELLECTUAL

PROGRAM GOAL:

The student will know the importance of "self" as an individual.

SCHOOL: Peshastin-Dryden

GRADE: Elementary

One

COURSE GOAL:

The student recognizes that each person has a worth of his own.

EST. TIME INVOLVED:

INSTRUCTIONAL GOALS &
BEHAVIORAL OBJECTIVES

I.G. The student is aware that he has feelings, as do other people.

B.O. The student will define various feelings he has.

B.O. The student can recognize different feelings from, and describe peoples' expressions.

LEARNING ACTIVITIES

1. Show filmstrip from FOCUS KIT.
2. Show faces expressing the various feelings.
3. Use tone of voice to illustrate feelings.
4. Students draw pictures of themselves in two emotional situations for a bulletin board display and other children guess the feeling they portray.
5. Students make a collage of the various facial expressions.

RESOURCES

FOCUS on Self Development
Awareness, Stage I - SRA

Pictures depicting feelings

Collage materials

COMMENTS:

CAREER EDUCATION CLUSTER:
ELEMENT OF CAREER EDUCATION:
SUBJECT AREA CORRELATION:

Not Applicable
Self Awareness
Mental Health, Art,
Lang. Arts.

PLANS FOR EVALUATION:

The student will be able to define the feelings of people in various pictures they have found in magazines.

Developed By:

Janet Flaga

1-I-2

TITLE: SELF AWARENESS - PHYSICAL, EMOTIONAL, SOCIAL AND INTELLECTUAL

<p>PROGRAM GOAL: The student will acquire the ability to develop rules with others, accept direction, and take responsibility.</p> <p>COURSE GOAL: The student will evaluate the interdependency of workers in a work situation when everyone has an assigned job.</p>	<p>SCHOOL: Peshastin-Dryden Elementary</p> <p>GRADE: One</p> <p>EST. TIME INVOLVED: 1 week - 20 min. per day</p>
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INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
<p>I.G. The student is aware of himself as a social being - one who lives among others and interacts with them.</p> <p>B.O. The student will participate and evaluate a small group situation.</p> <p>B.O. The student will develop rules for the class.</p>	<p>1. Listen to recorded story from <u>FOCUS KIT</u>.</p> <p>2. Discussion of typical incidents in small groups to allow children to interact.</p> <p>3. After discussion groups -- ask students to tell why or why not their group was successful.</p> <p>4. Make class rules for the year, showing the interdependence of each child.</p>	<p><u>FOCUS on Self Development Awareness Stage I - SRA</u></p> <p>Filmstrip:</p> <p><u>Getting Along in School</u> Coronet</p>

<p>COMMENTS:</p>	<p>CAREER EDUCATION CLUSTER: Not Applicable</p> <p>ELEMENT OF CAREER EDUCATION: Employability Skills</p> <p>SUBJECT AREA CORRELATION: Mental Health, Social Studies, Lang. Arts</p>
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<p>PLANS FOR EVALUATION:</p> <p>The student will be able to state rules that are necessary in a group situation.</p>	<p>Developed By: Janet Fligel</p>
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PROGRAM GOAL: The student is aware that school is a job that requires mastery of basic skills for success.

COURSE GOAL: The student will recognize that being a student is his present occupation.

SCHOOL: Pensacola-Dryden
 GRADE: One
 EST. TIME INVOLVED:

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
<p>I.G. The student is aware of the process of learning and will perceive himself as a learner.</p> <p>B.O. The student can describe three learning situations.</p> <p>B.O. The student can identify three ways he learns.</p>	<ol style="list-style-type: none"> 1. Listen to record story "Learning in the Park". 2. Class discussion of record; the student realizes that everyone is, in some respect, always a learner. 3. Role play the recorded story. 4. Open-end sentences relating their learning as their job right now. 5. Discussion of photoboards showing learning situations. 	<p>FOCUS on Self Development Awareness Stage I, SRA</p> <p>Film: <u>Beginning Responsibilities Getting Ready for School</u></p> <p>Book: <u>Jim Can Swim</u>, Olds, Helen</p>

COMMENTS:

CAREER EDUCATION CLUSTER: Not Applicable
 ELEMENT OF CAREER EDUCATION: Skill Awareness, Beg. Comp.
 SUBJECT AREA CORRELATION: Social Studies, Lang. Arts

PLANS FOR EVALUATION:

The student will tell three ways he learns, and describe three learning situations.

Developed By:

Janet Flagel

TITLE: JANITORIAL SERVICES

PROGRAM GOAL:	The student will know the importance of "self" as an individual and as a worthy member of groups.	SCHOOL:	Vale Elementary
COURSE GOAL:	The student will explore and assess personal attitudes, aptitudes, attributes and interests.	GRADE:	One
		EST. TIME INVOLVED:	20 min a day for a week.

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student will express his attitudes and ideas concerning the janitorial occupations.	1. The children will take an attitude sampler - use papers with squares. Have them respond to an oral question by using the three faces (happy, neutral or sad).	Resource Packet Attitude test
B.O. The student will record his attitudes and understandings of the role of a janitor (or cleaning personnel).	2. Pass out divided paper - have students draw as many pictures as they can of what the janitor does. (These are their own ideas). 3. The children will use their drawings as a guide for discussion. 4. Teacher and children compile a list of jobs they and a janitor might do. 5. Compare jobs on this list with jobs that a cleaning lady or mother might do.	Paper divided into squares.

COMMENTS:	CAREER EDUCATION CLUSTER:	PUBLIC SERVICE
	ELEMENT OF CAREER EDUCATION:	Self Awareness
	SUBJECT AREA CORRELATION:	Social Studies, Art, Lang. Arts.

PLANS FOR EVALUATION:	Developed By:
Save attitude sampler to compare with attitudes at end of unit.	Marjorie Jones

TITLE: JANITORIAL SERVICES

PROGRAM GOAL: The student will relate home and school jobs to community functions.

COURSE GOAL: The student will examine occupations of persons in the community who deal in a service (janitorial services).

SCHOOL: Vale Elementary

GRADE: One

EST. TIME INVOLVED: 6 hours

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
<p>I.G. The student is aware of the importance of the cleaning person.</p> <p>I.G. The student is aware of the various tools and skills used by a cleaning person.</p> <p>B.O. The student will identify and define the responsibilities of the cleaning person.</p> <p>B.O. The student will compare the responsibilities of different types of cleaning persons.</p> <p>B.O. The student will identify and define the skills and tools used by the cleaning person.</p>	<ol style="list-style-type: none">1. Take a trip to a local motel to watch the cleaning lady at work.2. After trip list jobs. Discuss what responsibilities we would like - wouldn't like - tie in cleanliness and health.3. Compare her job to our idea of what the school janitor does.4. Write thank-you letters to motel cleaning lady.5. Guest speaker - representative of a professional cleaning service - demonstrate and explain their job.	<p>Field Trip: Local motel</p>

COMMENTS:

CAREER EDUCATION CLUSTER: Public Service

ELEMENT OF CAREER EDUCATION: Career Awareness

SUBJECT AREA CORRELATION: Social Studies - Lang. Arts, Health

PLANS FOR EVALUATION:

Evaluate students' written comments in letters.

Continuous observation.

Developed By:

Marjorie Jones

1-J-2

TITLE: JANITORIAL SERVICES

PROGRAM GOAL:	The student will relate home and school jobs to community functions.	SCHOOL:	Vale Elementary
COURSE GOAL:	The student will examine the occupation of the school janitor.	GRADE:	One
		EST. TIME INVOLVED:	1/2 hr. period - 3 days

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
<p>I.G. The student is aware of the importance of a school janitor.</p> <p>I.G. The student is aware of the various tools and skills used by a school janitor.</p> <p>B.O. The student will identify and define the responsibilities of a school janitor.</p> <p>B.O. The student will identify and define the skills and tools used by a school janitor.</p>	<ol style="list-style-type: none"> 1. The student will mark their lists of ideas on what the janitor does as he explains his responsibilities. Add any extra ideas. Cross out any wrong ideas. 2. The janitor shows the children every area in which he works. 3. The janitor demonstrates how to use vacuum cleaner, floor waxer and polisher, window cleaners, etc. 4. The children can try out each of these things under the janitor's supervision. 5. Write a thank-you letter to the janitor. 	<p>Resource Person: School janitor</p> <p>Equipment: waxer broom vacuum cleaner window cleaner cleaning solvent</p>

COMMENTS:	CAREER EDUCATION CLUSTER: Public Service
	ELEMENT OF CAREER EDUCATION: Career Awareness
	SUBJECT AREA CORRELATION: Social Studies, Lang. Arts, Health.

PLANS FOR EVALUATION:	Developed By:
Observe the students' responses and comments. - both oral and written.	Marjoria Jones

1-J-3

TITLE: JANITORIAL SERVICES

PROGRAM GOAL: The student will acquire the ability to develop rules with others, accept direction and take responsibility.

COURSE GOAL: The student will recognize that developing rules, accepting directions and taking responsibilities are a major requirement of all occupations.

SCHOOL: Vaile Elementary

GRADE: One

EST. TIME INVOLVED: 6 hours minimum

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student will realize that his abilities and interests will determine the job he does.	1. Take a trip around the building (small groups with a mother helper).	
I.G. The student is aware that developing rules, accepting directions and taking responsibility, are <u>very</u> important in all occupations.	a) Make a list of jobs that need to be done. b) In the room decide which jobs we can do. Cross out those that are too difficult.	
B.O. The student will evaluate and list jobs he can do.	2. Have students practice the various jobs by cleaning our room each day, for a week. (Each child selects a different job each day.	
B.O. The student will practice using tools in his own room.	3. Make a list of jobs to be done in classroom and a list of extra jobs outside the rooms. When cleaning another classroom all children will work in that one room at the same time (each with his special job). This is easier for supervision. Out-of-classroom jobs are harder, and more easily done in a group of 4 with a mother helper.	
B.O. The student will accept the responsibility of a particular job and carry it out to completion.		

COMMENTS:

CAREER EDUCATION CLUSTER:
ELEMENT OF CAREER EDUCATION:
SUBJECT AREA CORRELATION:

Public Services
Employability Skills
Math, Social Studies

PLANS FOR EVALUATION:

Developed By:

Marjorie Jones

1-J-4

TITLE: JANITORIAL SERVICES

PROGRAM GOAL:

Continued from page 1-J-4

COURSE GOAL:

SCHOOL: Vale Elementary

GRADE: One

EST. TIME INVOLVED:

**INSTRUCTIONAL GOALS &
BEHAVIORAL OBJECTIVES**

LEARNING ACTIVITIES

RESOURCES

4. Students select the jobs they want when cleaning each room (a different one each time). Each child will have a chart with his job on it.
5. Each student selects the extra out-of-class job he wants -- Examples of jobs:
 - a) Clean showcase windows, office windows, and bathroom mirrors.
 - b) Clean drinking fountains.
 - c) Shake doormats to outside door and clean underneath.
 - d) Wash fingerprints off hallway walls.
6. Make carrying caddies to carry cleaning supplies; scouring powder, sponges, rags, etc. (use contact paper to decorate).
7. Each child will do the different jobs in each room which he signed up for, and is responsible for the completion of that job.

COMMENTS:

**CAREER EDUCATION CLUSTER:
ELEMENT OF CAREER EDUCATION:
SUBJECT AREA CORRELATION:**

PLANS FOR EVALUATION:

Developed By:

Marjorie Jones

1-J-5

TITLE: JANITORIAL SERVICES

PROGRAM GOAL:

The student is aware of the consequences of personal decision making.

COURSE GOAL:

The student is aware that he is responsible for his decisions.

SCHOOL: Vale Elementary

GRADE:

EST. TIME INVOLVED:

INSTRUCTIONAL GOALS &
BEHAVIORAL OBJECTIVES

I.G. The student will be able to evaluate his own efforts in relationship to rewards received (monetary and self satisfaction).

B.O. The student will fill out an evaluation sheet relating his attitudes and understanding.

B.O. The student will compile a scrapbook portraying all efforts throughout the whole unit.

LEARNING ACTIVITIES

1. The student can fill out an evaluation sheet after each job is completed. (He has a right to like or dislike the job he picked but he is responsible for the job completion). On the evaluation sheet he might answer some of the following:

- a) Title of the job
 - b) Time it took (child records time he started and time he finished on clock)
 - c) Did he like the job? (faces)
 - d) Could I do this job at home?
 - e) What did I like -- didn't like?
2. Make scrapbooks--keep copies of letters to janitor and cleaning lady; photographs of janitor and children doing jobs. Pictures of boardwork with written instructions (e.g. have a janitor put 2 desks in the room, etc.)

RESOURCES

Evaluation Sheet
(attached)

COMMENTS:

CAREER EDUCATION CLUSTER:
ELEMENT OF CAREER EDUCATION:
SUBJECT AREA CORRELATION:

Public Service
Decision Making
Math, Lang. Arts,
Social Studies

PLANS FOR EVALUATION:

Evaluate scrapbook and evaluation sheets - comments.

1-J-6

Developed By:

Marjorie Jones

TITLE: JANITORIAL SERVICES

PROGRAM GOAL:	The student will be aware that school is a job that requires mastery of basic skills for success.	SCHOOL:	Vale Elementary
COURSE GOAL:	The student will relate school skills to occupational skills.	GRADE:	One
		EST. TIME INVOLVED:	On-going during unit.

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student will be aware that math is necessary to the janitorial services.	1. Unit on telling time; learn to tell time by hour, half hour, minute. Use this for keeping track of the amount of time spent performing each job.	Math books Clock Play money Magnet board Play store
B.O. The students will practice telling time and counting money.	2. Unit on money; have a play store. Be able to figure out lunch money; count on board by penny, nickel, dime, quarter, penny + penny, etc. (Use this knowledge for figuring out how much money he earned all together.)	

COMMENTS:	These two units are worked in during math time in the total unit on Janitorial Services.	CAREER EDUCATION CLUSTER:	Public Service
		ELEMENT OF CAREER EDUCATION:	Skills Awareness, Beg. Comp.
		SUBJECT AREA CORRELATION:	Math

PLANE FOR EVALUATION:	Developed By:
Evaluate math test on time and money.	Marjorie Jones

1-J-7

TITLE: JANTORIAL SERVICES

PROGRAM GOAL: The student is aware of the exchange of goods and services

COURSE GOAL: The student realizes that working results in monetary rewards which in turn can be exchanged for goods and services.

SCHOOL: Vale Elementary

GRADE: One

EST. TIME INVOLVED: one hour

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESC ACES
I.G. The student is aware that different jobs provide different rewards. I.G. The student recognizes that individual choice affects earning power. B.O. The student will purchase goods with the money he earned.	<ol style="list-style-type: none">1. In choosing type of janitorial job he is going to do, the student might also consider the amount of money he will earn for each job. Easy jobs bring less money.2. Each student will be awarded paper money representing pennies, nickels, etc.3. Each student may purchase gifts with the money he has. Some will be worth a penny, nickel, dime, etc. Student will figure out how much he can purchase.4. A bonus could be awarded the two "best" workers if the teacher wants.	Paper money. Small items for student to purchase.

COMMENTS:

CAREER EDUCATION CLUSTER:
ELEMENT OF CAREER EDUCATION:
SUBJECT AREA CORRELATION:

Public Service
Economic Awareness
Math, Social Studies

PLANS FOR EVALUATION:

Observe student's reactions and attitudes to job picked, amount of money earned and comments student makes.

Developed By:

Marjorie Jones

1-J-8

TITLE: JANITORIAL SERVICES

PROGRAM GOAL:	The student will relate home and school jobs to community functions.	SCHOOL: Vale Elementary
COURSE GOAL:	The student is aware of the similarity of jobs found in the school and the home.	GRADE: One
		EST. TIME INVOLVED: 1/2 hour - 4 days

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
<p>I.G. The student recognizes cleaning jobs that are found in the home and in the school.</p> <p>B.O. The student chooses a cleaning job done at school and does this cleaning job at home.</p> <p>B.O. The student compares mother in the home and the janitor at school.</p>	<ol style="list-style-type: none"> 1. The student will cut out pictures of home cleaning jobs. 2. Pick janitorial type jobs he would like to do at home. See how many of the jobs he did at school will be done at home. 3. Teacher will go home with student and take a picture of the student doing one of his home jobs. Put the picture in the scrapbook. 4. The student can write a story about jobs he does at home. 5. Discuss and compare the way we cleaned house before the unit and after. 6. Discuss how mother is like janitor, how mother's job is different from janitor. 7. The student will take the attitude sampler again (same as beginning). 	<p>Camera</p> <p>Film</p> <p>Attitude sampler</p>

COMMENTS:

CAREER EDUCATION CLUSTER:	Consumer and Homemaking
ELEMENT OF CAREER EDUCATION:	Career Awareness
SUBJECT AREA CORRELATION:	Social Studies, Lang. Arts

PLANS FOR EVALUATION:

Evaluate comments made by parents about student cooperation at home. Evaluate attitude sampler.

Developed By:

Marjorie Jones

TITLE: JANITORIAL SERVICES**PROGRAM GOAL:**

The student can relate home and school jobs to community functions.

COURSE GOAL:

The student will relate school skills to occupational skills.

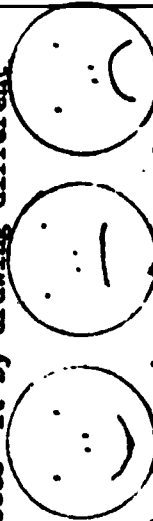
SCHOOL: Vale Elementary**GRADE:** One**EST. TIME INVOLVED:****INSTRUCTIONAL GOALS &
BEHAVIORAL OBJECTIVES**

I.G. The student is aware that all jobs have advantages and disadvantages.

B.O. The student will evaluate school jobs by value and popularity.

LEARNING ACTIVITIES

1. Let student draw pictures which show the different school jobs he has surveyed including necessary tools or equipment for the various jobs. He may depict the worth of the job as he sees it by drawing different faces.



2. Make charts to show values and popularity of jobs.

3. After showing film slides of places and people at their work, use follow-up discussion.

- Why do you suppose each worker chose his job?
- How could we find out why our school workers chose their jobs?

RESOURCES

COMMENTS: This activity is the student evaluation procedure for the study of all school workers.

CAREER EDUCATION CLUSTER:
ELEMENT OF CAREER EDUCATION:
SUBJECT AREA CORRELATION:

Public Service
Career Awareness
Social Studies

PLANS FOR EVALUATION:

Examine student's responses of school jobs to various occupations. Compare attitudes and understanding developed since beginning the study of school workers.

Developed By:

Marjorie Jones

TITLE: JANITORIAL SERVICES

ATTITUDE QUESTIONNAIRE

(Ask question orally - Student responds with



Explain each question so student can respond accurately.



Is a cleaning person's job important?



Does a janitor have to work hard?



Do you think a school janitor has to get along with people?



Does a janitor have to learn how to do his job?



Does a janitor have to follow orders and obey rules?



Do you have to be a special kind of person to be a janitor?



Would you like to be a janitor?



Could we do without cleaning services?

TITLE: JANITORIAL SERVICES

TITLE OF THE JOB. _____

TIME IT TOOK _____



DID I LIKE THIS JOB?



COULD I DO THIS JOB AT HOME? YES NO

WHAT IF THIS JOB HADN'T BEEN DONE?

WHAT DID I LIKE?

WHAT DIDN'T I LIKE?

PAYMENT

1-J-12

TITLE: THE PRODUCTION OF MILK AND ITS BY PRODUCTS
PROGRAM GOAL: The student is aware of the exchange of goods and services.

SCHOOL: Vale Elementary

GRADE: One

COURSE GOAL: The student is aware of some goods and services produced in the community.

EST. TIME INVOLVED:

Approximately 4 wks.

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
<p>I.G. The student is aware that milk comes from cows.</p> <p>I.G. The student is aware that many jobs are necessary to produce milk and its by-products.</p> <p>I.G. The student is aware that other products are made from milk.</p> <p>I.G. The student is aware that many jobs are dependent upon one another.</p> <p>I.G. The student recognizes the different processes used to take care of milk.</p> <p>B.O. The student will indicate that milk comes from cows and how grass or food the cow eats turns into milk.</p> <p>B.O. The student will list several jobs necessary to get milk ready to use.</p> <p>B.O. The student can name at least five products that come from milk.</p>	<ol style="list-style-type: none"> 1. Creative writing - "Where Do You Think Milk Comes From?" Discuss. 2. Discuss poster pictures - <u>Milk Comes From Mammals</u>. 3. View filmstrips and have class discussion. 4. Listen to library books read by teacher. 5. Read to students from <u>Little Folks Land Joe Boy's Cow</u>, p. 70 6. View filmstrip <u>How We Get Milk</u>. 7. Class discussion on <u>Filmstrip</u> and taking care of milk and processes which are used. 8. Role playing - farmer feeding cow, preparing food for cow, milking cow and processing milk; role of transportation in the story of milk. 	<p>Filmstrips: <u>Life on a Small Farm</u>, McGraw-Hill <u>Life on a Large Ranch</u>, McGraw-Hill <u>How We Get Milk</u>, SVE</p> <p>Books: <u>I Want To Be A Dairy Farmer</u>, Carla Greene <u>Milk For You</u>, Warren Schloat, Jr. <u>Little Folks Land</u>, Madge Bigham</p> <p>Prints: <u>Farm and Ranch Animals</u>, SVE <u>Dairy Helpers</u>, SVE</p>

COMMENTS: The book Little Folks Land is out of print.

CAREER EDUCATION CLUSTER:
ELEMENT OF CAREER EDUCATION:
SUBJECT AREA CORRELATION:

Agri-Business & Nat. Resources
Economic Awareness
Social Studies, Math, Art

PLANS FOR EVALUATION:

All students work is evaluated, e.g. scrapbook, creative writing, role playing, and class discussion.

Developed By:

Lois Johnson

TITLE: THE PRODUCTION OF MILK AND ITS BY PRODUCTS

PROGRAM GOAL:

SCHOOL: Vale Elementary

COURSE GOAL:

Continued from page 1-K-1

GRADE: One

EST. TIME INVOLVED:

INSTRUCTIONAL GOALS &
BEHAVIORAL OBJECTIVESB.O. The student can tell the story
of making butter or ice cream.

LEARNING ACTIVITIES

9. Trip to grocery store or farm.
10. Students will write stories and illustrate.
11. Present a large outline picture of a cow. Have students find pictures of milk products and fill in cow to make a mosaic.
12. Make a mural telling the story of milk.
13. Make a scroll theater story with illustration about milk.
14. Make a class scrapbook depicting all aspects of milk and milk products.
15. Make butter in the classroom.
16. Make ice cream in the classroom.
17. Have lesson on measurement in math.
18. Creative writing about experiences with making butter and ice cream.
19. Finish class scrapbook.
20. Students role play the job they liked best during the unit.

RESOURCES

Miscellaneous pamphlets
National Dairy Assn.
Ingredients for butter
Ingredients for ice cream
Magazines for pictures
Tools for measurement

COMMENTS:

CAREER EDUCATION CLUSTER:
ELEMENT OF CAREER EDUCATION:
SUBJECT AREA CORRELATION:

PLANS FOR EVALUATION:

RECIPE FOR ICE CREAM - 4 QT. FREEZER

3-4 eggs beaten slightly 2 cups sugar 1 pt whipping cream
2 T. vanilla 4-5 cans evaporated milk
After mixing all ingredients, fill remainder of freezer with canned milk. Freeze
using 1 part rock salt to 7-8 parts ice. After frozen let set for couple of hours.
1-K-2

Developed By:

Lois Johnson

CASHMERE, PESHASTIN-DRYDEN
CAREER EDUCATION PROJECT

GRADE TWO: UNIT TITLES

1. Jobs in a Community 2-A-1
Harriet Green, JoAnn Lewis, Shirley Scott
2. Energy 2-B-1
Harriet Green, JoAnn Lewis, Shirley Scott
3. Holland 2-C-1
Harriet Green
4. Developing Food Service Skills -- A Luncheon. 2-D-1
Harriet Green
5. The Post Office and Its Employees 2-E-1
Harriet Green, JoAnn Lewis, Shirley Scott
6. The Community 2-F-1
Norma Berg
7. Goods and Services 2-G-1
Harriet Green, JoAnn Lewis, Shirley Scott
8. Barter Day 2-H-1
Harriet Green, JoAnn Lewis, Shirley Scott
9. Food and Its Origin 2-I-1
Harriet Green, JoAnn Lewis, Shirley Scott
10. Communications Skills 2-J-1
Harriet Green, JoAnn Lewis, Shirley Scott
11. Math Skills and Occupations 2-K-1
Harriet Green, JoAnn Lewis, Shirley Scott
12. Making and Selling a Food Product 2-L-1
Harriet Green, JoAnn Lewis, Shirley Scott
13. Sometimes Our Hobby Becomes Our Job 2-M-1
Harriet Green, JoAnn Lewis, Shirley Scott
14. Understanding Self and Others 2-N-1
Norma Berg
15. Relating Academic Subjects to Occupations 2-O-1
Harriet Green, JoAnn Lewis, Shirley Scott

TITLE: JOBS IN A COMMUNITY

PROGRAM GOAL:	The student will gain a knowledge of jobs necessary to maintain the community and their dependency on each other.	SCHOOL:	Vale Elementary
COURSE GOAL:	The student is aware that there is dignity in work and work is important.	GRADE:	Two
		EST. TIME INVOLVED:	5 hours

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
<p>I.G: The student will identify and investigate some occupations in the community so he will recognize the importance, relationship and interdependency of each.</p> <p>B.O. The student will interview his/her parents about their occupations and share this information with the class.</p> <p>B.O. The student will bring items that pertain to the parents jobs and share with class.</p>	<ol style="list-style-type: none"> 1. Ask students to tell about their parents' occupations. Then have them paint or draw a picture illustrating their parents at work. 2. Students will interview their parents and find two related jobs bringing tools of the jobs to illustrate. Compare these occupations and how they help us and how they help other occupations. 3. Have children keep tally of kinds of workers they see on the way to school. Discuss what each worker mentioned does. 4. Children make stand-up workers and place in community layout in appropriate work setting. 	<p>Art supplies</p> <p>Items representing parents' occupations</p>

COMMENTS:	CAREER EDUCATION CLUSTER:
Student enthusiasm was extremely high for this activity. Most students showed pride in their parents occupations.	All Career Awareness Language Arts, Art Social Studies
PLANS FOR EVALUATION:	Developed By:
Teacher observation of sharing tools of the trade with class	Harriet Green

JoAnn Lewis

Shirley Scott

2-A-1

CO

TITLE : JOBS IN A COMMUNITY

PROGRAM GOAL: The student will gain a knowledge of jobs necessary to maintain the community and their dependency on each job.

COURSE GOAL: The student can recognize that there are many different kinds of jobs in a community.

SCHOOL: Vale Elementary

GRADE: Two

EST. TIME INVOLVED: one week

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. Each student will read a book on a different occupation in the community.	1. View film (discuss)	Film - .SD #167 "Helpers in the Community"
B.O. Each student will fill in a simplified book report sheet and draw a picture.	2. Each student reads a book and writes a report. 3. Each student reads his report to the class. 4. Display reports and pictures on bulletin board. Later bind into book form. 5. Play "What's My Line"	SVE Sound Filmstrips "Community Workers and Helpers" Books: I Want To Be series Childrens Press, Chicago I Know series, and Let's Go series, G.P. Putnam, New York Peabody Kit #2 - All occupation cards - Clothing cards- Tool cards

COMMENTS: Each teacher has a list of all lessons that are used for the occupation, clothing and tool cards from the Peabody Kit #2

CAREER EDUCATION CLUSTER: All
CAREER AWARENESS
ELEMENT OF CAREER EDUCATION: Social Studies
SUBJECT AREA CORRELATION:

PLANS FOR EVALUATION:

Developed By: Harriet Green
JoAnn Lewis
Shirley Scott

Book reports and pictures

2-A-2

TITLE: ENERGY

PROGRAM GOAL:	The student can analyze alternatives to problems and be able to express them verbally and in written form	SCHOOL:	Vale Elementary
COURSE GOAL:	The student becomes aware that the loss of energy affects many occupations, and indirectly or directly the family unit, regarding economics, comfort and pleasure.	GRADE:	Two
		EST. TIME INVOLVED:	6 hours

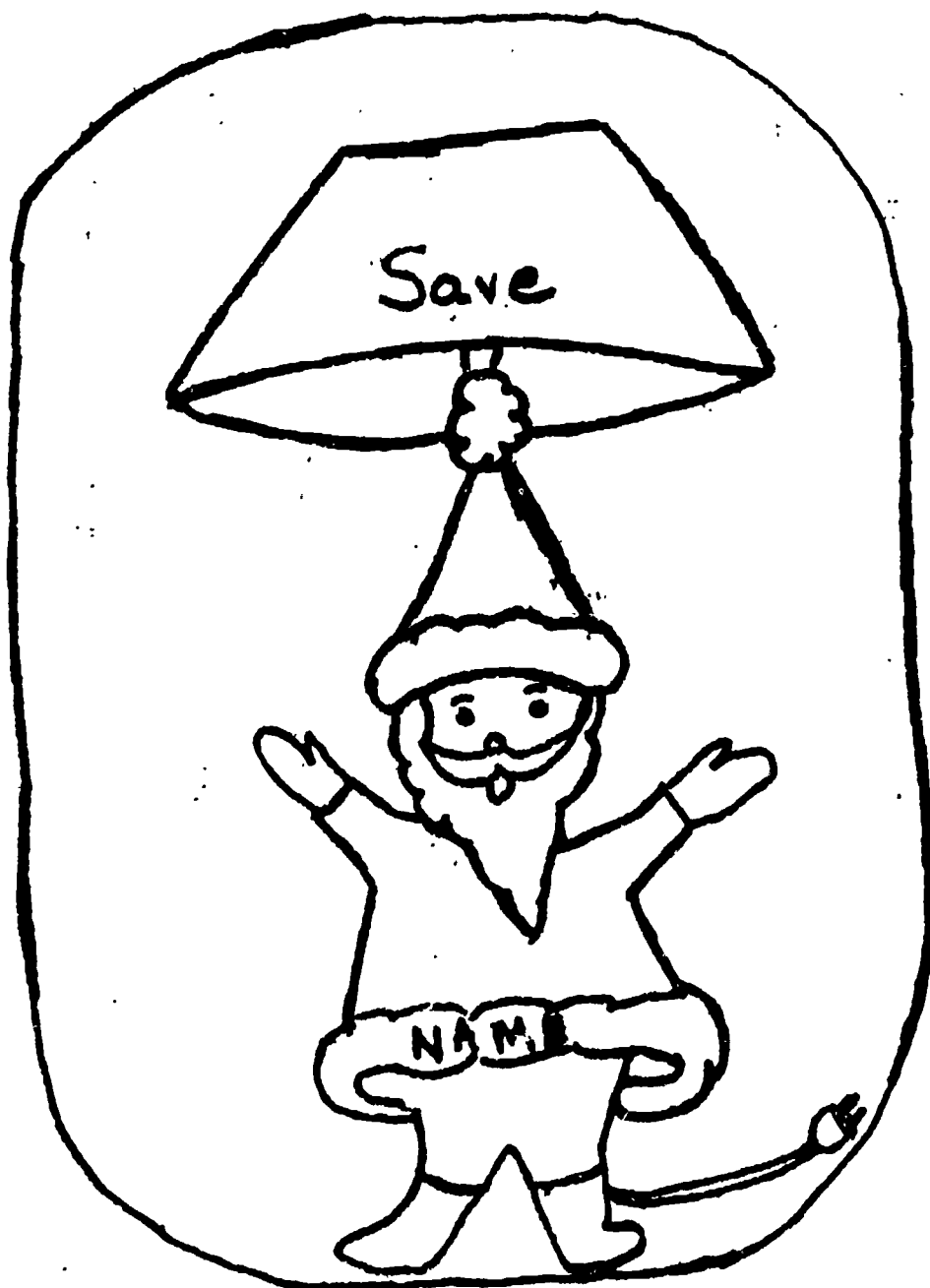
INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
<p>I.G. The student is aware of the responsibility of each individual to conserve energy.</p> <p>B.O. The student will write lists of what people can do to conserve energy and share with class.</p> <p>B.O. The student will listen to TV and read the paper to find examples of the energy crisis and share with the class.</p> <p>B.O. The student will role play ways that energy can be saved.</p> <p>B.O. The student will take the pledge and also administer the pledge to other students.</p>	<ol style="list-style-type: none"> Write lists at home of ways to conserve energy, share with class. Bring pictures from home of things that use electricity. All students take energy pledge - "I _____ pledge to save energy." Students sign chart. Students role play various ways they can conserve energy. (regular toothbrush instead of electric one, etc.) Invite other classes to take pledge. Stations set up utilizing 3 students. One gives pledge; one passes out badges and one gives cookies. 	<p>Cookies Badges Promotional Advertisement "Come on kids and get a Free cookie. Meet in the gym at 2:00 and take the energy pledge" (See sample of badge on back)</p> <p>Focus Kit - SRA Unit M "Here I Am" page 21-22 (Problem solving process)</p>

COMMENTS:	This unit came about because of the energy crisis and one students mother who writes promotional material for a radio station as an occupation.	CAREER EDUCATION CLUSTER:	Environmental and Nat.
		ELEMENT OF CAREER EDUCATION:	Resources and Energy
		SUBJECT AREA CORRELATION:	Decision Making

PLANS FOR EVALUATION:	Student lists from home and pictures from home.	Developed By:	Harriet Green
			JoAnn Lewis
			Shirley Scott

UNIT TITLE: ENERGY
Continued from Page 2-B-1

BADGE



(Santa badges were used, because this unit was conducted
at Christmas)

2-B-2

TITLE: HOLLAND

PROGRAM GOAL:	The student will gain a knowledge of jobs necessary to maintain the community and their dependency on each other.	SCHOOL:	Vale Elementary
COURSE GOAL:	The student recognizes that many jobs are necessary to maintain any community.	GRADE:	Two
		EST. TIME INVOLVED:	one hour per day - 2 weeks

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
<p>I.G. The student will compare the occupations in Holland with occupations available in the U.S. and particularly Cashmere.</p> <p>B.O. The student can state 5 differences and five similarities between jobs in Holland and Cashmere.</p> <p>B.O. The student will identify 10-15 occupations, towns or vocabulary words pertaining to Holland.</p>	<ol style="list-style-type: none"> 1. Inquiry les: on on Holland after viewing pictures on bulletin board. 2. Compare money from Holland to ours' in regards to size, shape and worth. 3. Discuss why many of the old customs are not used today such as wind-mills, wooden shoes, etc. Compare to some old customs that we do not follow anymore. 4. Discuss differences and similarities regarding industry, transportation, government, tourist trade, fine arts and towns known for one industry, i.e. Edam-cheese. 5. Letter for review of occupations and vocabulary. 	<p>Bulletin board pictures</p> <p>Money from Holland</p> <p>Realia: dolls, jewelry</p> <p>Math game-attached</p> <p>Bingo game - attached</p> <p>Filmstrip "Children of Holland" - ISD #167</p> <p>Resource Person: Marta Brooks</p>

COMMENTS:	<p>CAREER EDUCATION CLUSTER: All</p> <p>ELEMENT OF CAREER EDUCATION: Career Awareness</p> <p>SUBJECT AREA CORRELATION: Social studies, Math</p>
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PLANS FOR EVALUATION:	Developed By:
<p>Bingo game for vocabulary words</p> <p>Each student make a booklet depicting Holland</p>	<p>Harriet Green</p>

TITLE: HOLLAND

PROGRAM GOAL: The student is aware of the capabilities and limitations of individuals.

COURSE GOAL: The student recognizes that there are many different jobs each requiring different skills and abilities in every community.

SCHOOL: Vale Elementary

GRADE: Two

EST. TIME INVOLVED: 4 hours

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES		LEARNING ACTIVITIES	RESOURCES
I.G. The student becomes aware that many skills are required to prepare and serve a meal.		1. Discuss the type of breakfast in Holland and how this particular type of meal is significant to their industry and farming.	Nutritionist as resource person Art supplies Food for breakfast Egg timer Hot plate Pans Table settings 30 cup coffee maker for hot water for chocolate Salt and pepper
I.G. The student is aware that occupations exist that deal with proper nutrition.		2. A nutritionist discusses her job and the importance of good nutrition.	
B.O. The student will prepare, serve and eat a typical Holland breakfast.		3. Plan a menu (cheese, cold ham, boiled eggs, cold bread, butter, jelly & hot chocolate). Relate to 4 basic food groups.	
B.O. The student will prepare charts that categorize food into the 4 basic groups.		4. Make place mats (art project) using assembly line.	
B.O. The student will assemble place mats, using the assembly line process.		5. Make a menu and cover for it.	
B.O. The student can measure a period of time by reading an egg timer.		6. Practice table setting.	
B.O. The student can conclude that each individual by cooperating and doing their own task can produce a finished product.		7. Practice boiling eggs using an egg timer i.e. 3, 4 & 5 minutes to see how each child want their eggs at the breakfast.	
		8. Form committees so each child has a specific job to do at the breakfast (whip cream, cut cheese, set table, fold napkins, fill jelly cups, fix platters of ham, cheese and brea, boil eggs, etc.)	
COMMENTS: This is part of the culminating activities for the unit on Holland.		CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION:	Hospitality & Recreation Consumer & Homemaking Rel. Self Awareness Social Studies, Math, Art and Nutrition

PLANS FOR EVALUATION:

Breakfast will evaluate skills

2-C-2

Developed By:

Harriet Green

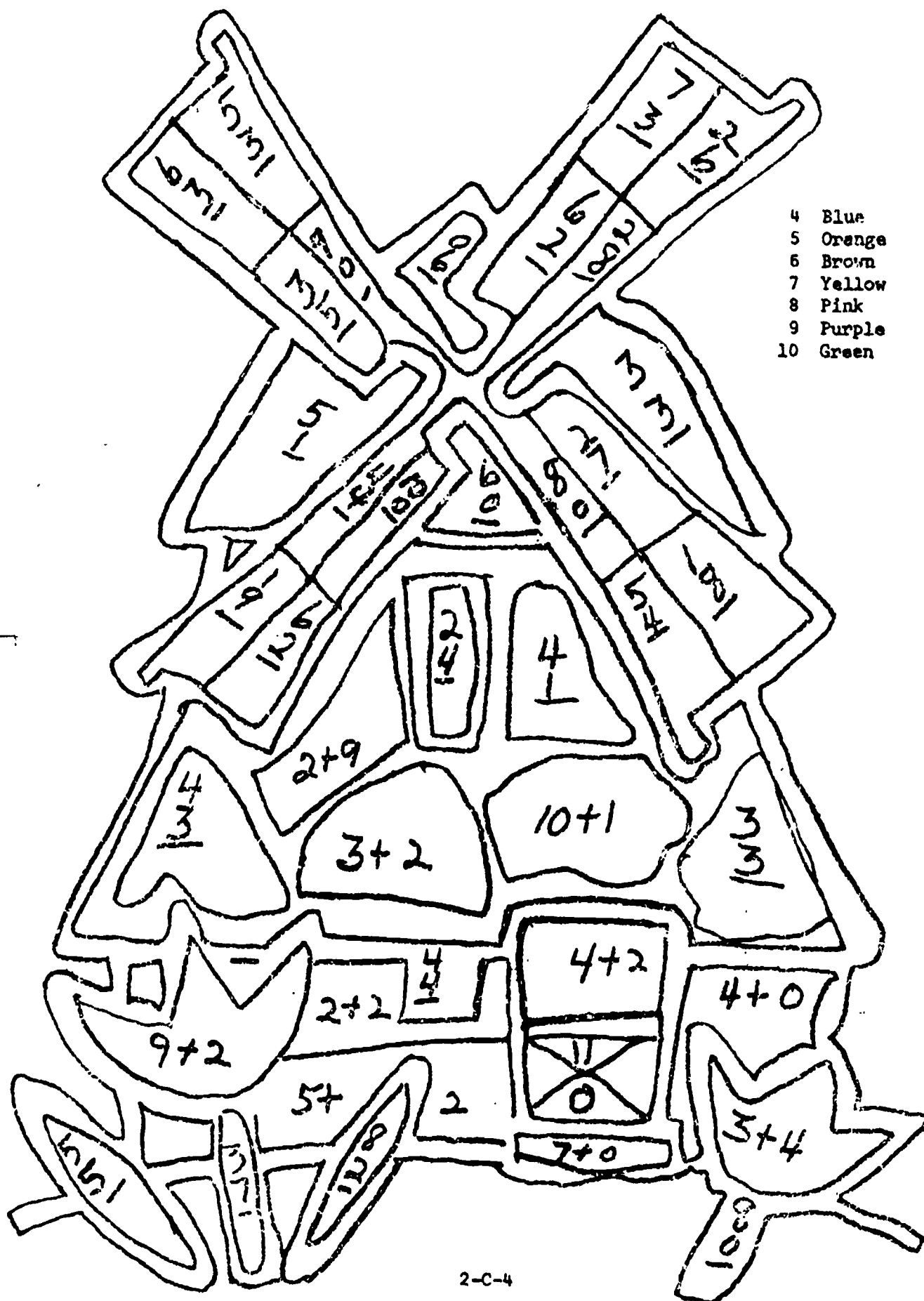
TITLE: HOLLAND

PROGRAM GOAL:	The student will relate basic skill development to life roles within the community.	SCHOOL:	Vale Elementary
COURSE GOAL:	The student is aware that different occupations require different skill development.	GRADE:	Two
		EST. TIME INVOLVED:	3 hours

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
<p>I.G. The student is aware of the many occupations and specific skills involved in operating a greenhouse.</p> <p>B.O. The student will visit a greenhouse to see how various skills relate to specific jobs.</p> <p>B.O. The student will plant a tulip bulb for forced Christmas blooming.</p>	<ol style="list-style-type: none"> 1. Students visit greenhouse and florist shop. 2. Students each plant a tulip bulb in a pot donated by the greenhouse. The manager of the greenhouse demonstrates and explains the procedure, the type of dirt needed, care of plants, etc. 3. Thank you letters written to manager of the greenhouse by students. 4. Students draw pictures that depict jobs in a greenhouse. 	<p>Field trip: Kashmir Gardens</p> <p>Resource Person: Greenhouse manager</p> <p>Tulip bulbs</p>

31

COMMENTS:	<p>This is part of the culminating activities for the unit on Holland</p>	<p>CAREER EDUCATION CLUSTER: Agri.-business, Marketing and Distribution</p> <p>ELEMENT OF CAREER EDUCATION: Educational Awareness</p> <p>SUBJECT AREA CORRELATION: Social studies, Science, Language Arts, Art</p>
PLAN FOR EVALUATION:	Teacher observation	<p>Harriet Green</p>



BINGO GAME
HOLLAND UNIT

1. Amsterdam
2. Netherlands
3. Rotterdam
4. Canals
5. Dikes
6. The Hauge
7. Marken
8. Volendam
9. Haarlem
10. Alkmaar
11. Stork
12. Rembrandt
13. Jan Vermeer
14. Vincent Van Gogh
15. Frans Hals
16. Polder land
17. North Sea
18. Government
19. Diamonds
20. Edam
21. Holland
22. Sunflowers
23. Tulips
24. Windmills
25. Delf
26. Bicycles
27. Klompen
28. Zuider Zee

Directions:

Students pick 16 different words from list and write one in each square. The teacher gives a definition or description, if the student has that word he covers it.

2-C-5

The Netherlands
October, 1973

Greetings to you all,

What a wonderful time I'm having. It has been especially exciting running into so many of my friends. They say it is a small world. You too will believe this after reading my letter. It was just one surprise after another.

To start with the pilot of my plane from Seattle, Washington was _____ and the co-pilot was _____. Out of the six stewardesses two were from Cashmere, _____ and _____. They took good care of me and gave me the best of service. Looking out the airplane window I had my first view of the Netherlands. It's a beautiful green country with many many canals. _____ said, "God created the world but the itchmen themselves created Holland". I found this to be true after seeing all the dikes around Amsterdam. Some of the dikes are so big that big highways are on top of them.

_____ was in charge of all the big equipment machines. He took me out to see the polder land and explained that this was the land that had once been under water. At one time the pumping of water had been done by windmills. _____ took me to see the electric pumps that are now used and there was _____ in charge of the operation.

_____ and _____ took me to the hotel _____ managed. I walked up three flights of the most narrow steps I have ever seen to get to my room. _____ pointed out the big hooks outside the windows. This was used to haul up big pieces of furniture because it would be impossible to use the stairs.

While in Amsterdam I went to see a diamond cutting factory. _____ was working there. _____ told me several interesting things. A diamond is so hard that only another diamond can be used for the cutting. He told me that Amsterdam has been the diamond cutting center of the world since the days when the Dutch traders brought diamonds from the East Indies and Africa.

2-C-6

100

Now my friends decided I should take a canal tour of Amsterdam, the largest city. _____ was the pilot of my canal-boat. As I stepped in _____ snapped my picture which I'm enclosing. The buildings are made of bricks and are tall and narrow. There is no space between buildings. This is such a small country and there are so many people that land can't be wasted. As I looked at the narrow streets on either side of the canal I saw men, women and children all riding bicycles. Many other boats were traveling up and down the canal. Some were docked as they were houseboats. We stopped a moment to talk to _____ as she was on deck hanging out the family wash. _____

The next morning _____ took me on a walking tour of the city. We first went to the flower market. The flowers and plants were lovely. At one flower stall was _____ and _____. They showed me tulip bulbs that are sent to all parts of the world.

_____ and _____ took me to Haarlem, just a short distance away. This is the tulip center. Also there is a chocolate factory. _____ was our guide and she gave us several samples. Before leaving Haarlem I visited the Frans Hals Museum. There I saw The Laughing Cavalier painting by Hals.

That afternoon I went to see the modern VanGogh museum. Although The Starry Night wasn't there, I saw many of the VanGogh's sunflower paintings.

Of course I couldn't miss the famous Rijksmuseum Museum. The most exciting painting was Rembrandt's The Night Watch. As I sat down to view this masterpiece, I found _____ sitting next to me. She has been studying art and took me to see The Artist in His Studio by Jan Vermeer. _____ was painting a copy of this. There were many young artists copying the paintings of the Great Masters.

The next morning I left by boat for the island of Markem and the town of Volendam. In these villages the people wear the dutch costume. This is done mainly for the tourists. As I was walking along the dock at Volendam, _____ came in with his fishing boat filled with herring.

When in Delft I went to see where the delft pottery and glassware was made. _____ was my guide. She pointed out the famous dutch blue delft.

Page Three

It was a lucky break that I arrived in Alkaar on Friday. This is the day of the big cheese market. The big rounds of cheese were brought in on what looked like big sleds. _____ said her father belonged to the Guild that wore the red hats. _____ told me that this Edam cheese is shipped all over the world.

The next morning I took off for Rotterdam, the second largest city. During World War II Rotterdam was destroyed by bombs. It is now a beautiful modern city with wide streets. The first thing I did was to go to the American Express and cash a traveler's check into guilders. Who should be the cashier, but _____. _____ took me to the Euromast for lunch.

The Euromast reminded me of the Space Needle in Seattle. Rotterdam is one of the busiest seaports and is the third largest shipbuilding country in the world.

The Hague was the next stop. This is the seat of the government and where the laws are made. While I was there I visited the Peace Palace. _____ was my hostess. That evening _____ took me out to Madurodam, a miniature town, which has buildings of all Holland. There were even ships, trains, planes, and cars that all move. Many industries of Holland were shown. While walking around we met _____.

The next morning I went to a sidewalk cafe and _____ served me a typical Holland breakfast. This was cold ham, cheese, a soft boiled egg, bread and butter, jelly, and hot chocolate with whip cream. You can guess from this breakfast that there are many dairy farms in Holland. _____ told me that most dairy farmers also raise poultry. Just as I was finishing breakfast, _____ came by on her bike. She suggested that I take a ferry boat from the Hook of Holland to England which is about 100 miles west across the North Sea. Since _____ works for the ferry company, she is going to book a stateroom for me on the night sailing of Capt. _____ ship.

It has been a wonderful trip and I enjoyed seeing and visiting with all my old friends.

Sincerely,

Mrs. Green

TITLE: DEVELOPING FOOD SERVICE SKILLS THROUGH A FUND RAISING LUNCHEON

PROGRAM GOAL: The students will understand the money exchange system vs. the barter system.	SCHOOL: Vale Elementary
COURSE GOAL: The student will recognize the performance of work results in products or services which in turn can provide money.	GRADE: Two
	EST. TIME INVOLVED: one hour

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student will recognize that money is required to fulfill needs.	1. Discuss having lunch at Taco Time.	
B.O. The student will list ways to make money for lunch and as a group will select one way.	2. Group discussion of ways to earn money for lunch.	
B.O. The student will list jobs and skills necessary to serve a luncheon.	3. Make plans for businessmen's lunch (Community Helpers). a) make list of those to invite b) list jobs needed. c) list skills required for each job.	

COMMENT: This luncheon is to earn money so that students can have lunch at Taco Time to culminate the unit on Mexico.	CAREER EDUCATION CLUSTER: Hospitality & Recreational ELEMENT OF CAREER EDUCATION: Economic Awareness SUBJECT AREA CORRELATION: Math, Lang. Arts, Health and Nutrition
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PLANS FOR EVALUATION: Student made lists of jobs and skills required.	Developed by: Harriet Green
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TITLE: DEVELOPING FOOD SERVICE SKILLS THROUGH A FUND-RAISING LUNCHEON

SCHOOL: Vale Elementary

GRADE: Two

EST. TIME IN CLASSES

Approx. four hours

The student will be aware of the importance of getting along with other people.

The student will recognize that workers are interdependent. The performance of work is facilitated by preparation for the work, ability to work with others, employability "traits", organizational pattern, resources available, division of labor, level of knowledge and skill development.

LEARNING ACTIVITIES

RESOURCES

I.G. The student will develop a realization of the value of the interdependency of workers when everybody has a job.

I.G. The student will evaluate the interdependency of workers in a situation when everybody has an assigned job.

B.O. The student will make invitations, tickets, table cloths, menus and centerpieces.

B.O. The student will write recipes for the menu selected.

1. Set up committees - cooking food, setting table, serving.

2. Write invitations.

3. Make tickets - use assembly line.

4. Make table cloths.

5. Make menus.

6. Construct centerpieces for tables (paper flowers set in a small can held by plaster paris.)

7. Write recipes.

Construction Paper

Felt markers

Butcher paper

Small cans or milk cartons

Plaster of paris

Pipe cleaners

COMMENTS:

CAREER EDUCATION CLUSTER: Hospitality & Recreation
ELEMENT OF CAREER EDUCATION: Appreciations & Attitudes
SUBJECT AREA CORRELATION: Lang, Arts, Art

PLANS FOR EVALUATION:

Items made for the luncheon will be used as an evaluation.

2-D-2

Developed by:

Harriet Green

TITLE: DEVELOPING FOOD SERVICE SKILLS THROUGH A FUND RAISING LUNCHEON

PROGRAM GOAL:	The student will be aware of the capabilities and limitations of individuals.	SCHOOL: Vale Elementary
COURSE GOAL:	The student will develop attitudes, knowledge, and skills needed for effective employment.	GRADE: Two EST. TIME INVOLVED: Approx. 6 hours

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student will analyze the need for knowledge of math skills.	1. Discuss different measurements needed in recipes.	Table setting
I.G. The student will recognize that each individual job requires certain skills.	2. Practice working with money and making change.	Play money
B.O. The student will make change.	3. Role play setting a table.	Food for luncheon
B.O. The student can demonstrate proper table setting.	4. Role play serving & clearing a table.	
B.O. The student can prepare and serve a luncheon.	5. Prepare salads, casseroles & cookies for luncheon.	
	6. Serve luncheon to 20 businessmen from the community.	
	7. Find out profit from luncheon.	

COMMENTS: The casseroles were made at the homes of parents by several students (3-5) and a mother helper. These were frozen until the day of the luncheon.	CAREER EDUCATION CLUSTER: Hospitality & Recreational ELEMENT OF CAREER EDUCATION: Self Awareness SUBJECT AREA CORRELATION: Social Studies, Math
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PLANS FOR EVALUATION:

Developed by:

Student participation on day of luncheon will be the evaluation.

Harriet Green

TITLE: DEVELOPING FOOD SERVICE SKILLS THROUGH A FUND RAISING LUNCHEON

PROGRAM GOAL: The student will gain knowledge of jobs necessary to maintain the community and their dependency on each other.

COURSE GOAL: The student will develop attitudes, knowledge and skills for effective employment.

SCHOOL: Vale Elementary

GRADE: Two

EST. TIME INVOLVED: 4 hours

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. Students will become aware of different occupations in the community that deal with food products.	1. Field trip to "Taco Time"	Large paper for pictures.
B.O. The student will write a report of the field trip listing 5 different jobs necessary in food services.	2. Write report of field trip	
B.O. The student will draw a picture of one aspect of the field trip.	3. Draw picture of what was seen 4. Make class scrapbook showing all activities.	

COMMENTS: While at "Taco Time" the manager explained the food service and restaurant work to the students. Also stressed cleanliness and health aspects of working with food.

CAREER EDUCATION CLUSTER: Hospitality & Recreation

ASSESSMENT OF CAREER EDUCATION: Career Awareness

SUBJECT AREA CORRELATION: Social Studies, Lang. Arts, Art

PLANS FOR EVALUATION:

Developed By:

The teacher will use written reports and pictures as a means of evaluation

Harriet Green

2-D-4

PROGRAM GOAL:	TITLE: <u>THE POST OFFICE AND POSTAL EMPLOYEES</u>	
	The student will relate basic skill development to the life roles within the community.	SCHOOL: <u>Vale Elementary</u>
COURSE GOAL:	The student understands the process of mailing a letter and the role of the post office in his community.	GRADE: <u>Two</u>
		EST. TIME INVOLVED: <u>one week</u>

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES		LEARNING ACTIVITIES	RESOURCES
I.G. The student is aware of the sending and receiving of mail to his own address.		1. View films and have class discussion.	Films: <u>The Mailman</u> <u>A Letter to Grandmother</u>
I.G. The student is aware of the sending and receiving of mail to other areas.		2. Role play what happens to a letter from sender to receiver.	Books: <u>Mr. Zip & U.S. Mail</u> , <u>Jene Barr</u> <u>Seven Little Postmen</u> , <u>Margaret Brown</u>
B.O. The student can list in correct order the steps of a letter from sender to receiver.		3. Write a letter to parents or make a holiday card to mail to parents.	<u>Let's Go To a Post Office</u> , <u>Naomi Buckheimer</u> <u>I Want to Be a Postman</u> , <u>Carla Greene</u>
		4. Field trip to the main post office or branch office. Watch own letters go through the postal processes. All employees explain their jobs.	<u>True Book of Our Post Office and Its Helpers</u> , Irene Miner
		5. Write a thank-you letter to the post office.	<u>What Happens When You Mail a Letter</u> , Arthur Shay

COMMENTS:	CAREER EDUCATION CLUSTER: DEPARTMENT OF CAREER EDUCATION: PROJECT APFA CORRELATION:	Public Service Educational Awareness Social Studies, Lang.
after field trip	A quiz is given by postmaster	Arts

PLANS FOR EVALUATION:	Developed by:
	Harriet Green
	JoAnn Lewis
	Shirley Scott

This unit can be used anytime during the year to correlate with a holiday; e.g. Valentines Day, Christmas, Mothers Day, etc.

TITLE: THE COMMUNITY

PROGRAM GOAL:	The student will gain a knowledge of jobs necessary to maintain the community and their dependency on each other.	SCHOOL: Peshastin-Dryden GRADE: Elementary Two
COURSE GOAL:	The student is aware that there is dignity in all work and that work is important.	EST. TIME INVOLVED: 2 weeks and approx. 30 min. each visit by resource person.

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
<p>I.G. The student is aware of the many varied jobs in the local community.</p> <p>I.G. The student will recognize the importance, relationship between, and interdependency of, each job in the local community.</p> <p>B.O. The student will identify and investigate some occupations in the local community.</p> <p>B.O. The student will investigate through magazines and books the great scope of work world wide.</p> <p>B.O. The student will compare jobs locally to jobs world wide.</p>	<ol style="list-style-type: none"> 1. Each student tells about parents' occupations. 2. The student takes a walking field trip through the community and keep a tally of all occupations visible. 3. The student tours a warehouse and observes the many skills involved in packing fruit. 4. Construct a "World of Work" bulletin board by cutting pictures from all types of newspapers and magazines and mounting them. (Teacher label each job.) 5. Parents and local resource people visit the class and share tools, uniforms, skills needed and answer questions. 6. Each student read a book on an occupation and write a report of his choice utilizing pictures for a class scrapbook. 	<p>Resource Persons: Parents Local businesses: Warehouse Post office Service station Library Churches Firehall Grocery store Trucking firm School Private music teacher Furniture store</p> <p>Books and Periodicals: Newspapers and magazines <u>I Want To Be Series</u></p>

COMMENTS:	<p>The parents and local resource people visit the class throughout the year whenever convenient.</p> <p>CAREER EDUCATION CLUSTER: All ELEMENT OF CAREER EDUCATION: Career Awareness SUBJECT AREA CORRELATION: Social Studies</p>
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PLANS FOR EVALUATION:	Developed By: Norma Berg
Students list 10 jobs in their community.	

TITLE: THE COMMUNITY

PROGRAM GOAL:

The student will gain a knowledge of jobs necessary to maintain the community and their dependency on each other.

COURSE GOAL:

The student is aware of his community as a unit necessary for well-being of its citizens.

SCHOOL: Peshastin-Dryden
Elementary
GRADE: Two

EST. TIME INVOLVED: one week
30 minutes daily

INSTRUCTIONAL GOALS &
BEHAVIORAL OBJECTIVES

- I.G. The student will gain an overall picture of his own neighborhood.
- I.G. The student will gain insight into why that particular location was chosen for his community.
- B.O. The student will participate in the construction of a large map of his community.

LEARNING ACTIVITIES

1. The students construct a large map of the area. This map will show roads, rivers, railroads, streets, bridges, homes, school, churches, business district, orchards, etc.
2. The map will then become a bulletin board display.

RESOURCES

Books:
Our Working World-
Neighbors At Work,
S.R.A.

Maps of the local area

COMMENTS:

CAREER EDUCATION CLUSTER: All
ELEMENT OF CAREER EDUCATION: Career Awareness
SUBJECT AREA CORRELATION: Social Studies

PLANS FOR EVALUATION:

Developed By:

Norma Berg

2-F-2

TITLE: GOODS AND SERVICES

PROGRAM GOAL:	The student will analyze alternatives to problems and be able to express them verbally and in written form.	SCHOOL: Vale Elementary
COURSE GOAL:	The student is aware that the performance of work results in products or services.	GRADE Two
		EST. TIME INVOLVED: two weeks

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCE
I.G. The student understands the differences between producers of goods and producers of services.	1. Use samples of pictures of products to motivate and ask questions: a) Could you use these b) Are these goods free? c) What did someone have to make these goods? d) How many producers of goods are there? e) How many producers of services are there?	Our Working World, Families at Work Workbook, S.R.A.
B.O. The student will identify many occupations and define whether the work results in services or products.		
B.O. The student will categorize goods and services.	2. Discuss pages from workbook at Work. 3. Students role-play showing services as jobs. 4. Students find pictures to put on bulletin board identifying goods and services. 5. Students role play - making decisions. 6. Play goods and services games. 7. Inquiry game - categorizing.	

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COMMENTS:	CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: CAREER AREA CORRELATION:	Marketing & Distribution Decision Making Social Studies, Language Arts
PLANS FOR EVALUATION:	Developed by:	Harriet Green JoAnn Lewis Shirley Scott

TITLE: BARTER DAY

PROGRAM GOAL:	The student will understand the money exchange system vs. the barter system.	SCHOOL: Vale Elementary
COURSE GOAL:	The student is aware that our society is based upon the monetary system rather than the barter system.	GRADE: Two
		EST. TIME INVOLVED: one week

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
<p>I.G. The student will understand the difference between a monetary system and a barter system.</p> <p>B.O. The student will write an ad for exchange items.</p> <p>B.O. The student will participate in exchanging items with each other.</p> <p>B.O. The student will compare a monetary system with a barter system.</p>	<ol style="list-style-type: none"> 1. Discuss pages from <u>Our Working World - Families at Work Workbook</u>. 2. Class discussion of newspaper ads and catalog pictures to stimulate interest. 3. Students write a want ad about the item they brought for exchange day. 4. Barter Day: children will exchange something with each other in their own room and discuss if they are happy or unhappy about it. 5. Students then exchange items with students in another room. 	<p><u>Our Working World-Families at Work Workbook</u>, S.R.A.</p> <p>Catalogs and magazines</p> <p>Items for exchange</p>

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COMMENTS:	This activity is undertaken during the social studies unit on Eskimos.	CAREER EDUCATION CLUSTER: Marketing & Distribution
		DEPARTMENT OF CAREER EDUCATION: Economic Awareness
		SUBJECT AREA CORRELATION: Social Studies, Math, Language Arts

PLANS FOR EVALUATION:

Developed by:

Harriet Green

JoAnn Lewis

Shirley Scott

TITLE: FOOD AND ITS ORIGIN

PROGRAM GOAL:	The student will gain a knowledge of jobs necessary to maintain the community and their dependency on each other.	SCHOOL: Vale Elementary
COURSE GOAL:	The student will examine the concepts of work and work roles, and the multiple occupational possibilities.	GRADE: Two EST. TIME INVOLVED: two weeks

INSTRUC. TOTAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCE
<p>I.G. The student is aware of the many varied occupations related to the food business.</p> <p>I.G. The student is aware of the interdependence of occupations related to the food business.</p> <p>B.O. The student will identify and investigate occupations in the community that deal with food products.</p> <p>B.O. The student will categorize food into the four food groups.</p>	<ol style="list-style-type: none"> 1. Students bring in pictures that relate to people working around food. 2. Field trips to bakery, grocery store, candy factory, cannery. Students keep a tally of the different jobs they see, and observe interdependence of jobs. 3. Class discussion of advantages and disadvantages of jobs and each child picks out the job they like the most and draws a picture of it. 4. Class discussion of team work and how it affects producing a product. 5. Write thank-you letters to merchants. 6. Students divide into committees - each committee making a diorama depicting a business that they visited. Try to represent all workers in the business. 	<p><u>Our Working World, Neighbors at Work Workbook, S.R.A.</u></p> <p><u>Readiness for Map Skills Weekly Reader</u></p> <p><u>Science Reading Adventures Weekly Reader</u></p> <p>Game: Shopping Center</p>

COMMENT:	<p>This unit is part of the total unit on nutrition. Climate in relation to the production of food is stressed.</p>	<p>CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION:</p>
PLANS FOR EVALUATION:		<p>Developed By: <u>Studies, Lang. Arts</u></p>

Committee work

Harriet Green
JoAnn Lewis
Shirley Scott